

Unit 1 Planning Guide

Unit Resources

Note: The following materials may be used when teaching Unit 1.
Chapter and section level support materials can be found on the chapter and section resource pages.

TEACHING TRANSPARENCIES

 Writing Process Transparencies **L1**

DIFFERENTIATED INSTRUCTION

 Step Into World History Activity 1

ASSESSMENT



 Unit 1 Test Form A **L2**

 Unit 1 Test Form B **L2**

ADDITIONAL RESOURCES

-  Glencoe Skillbuilder Interactive Workbook CD-ROM, Level 1
-  Glencoe World History Primary Source Document Library CD-ROM
-  Focus on World Art Prints
-  Outline Map Resource Book
-  World Desk Map
-  World Art and Architecture Transparencies
-  World Music: Cultural Traditions
-  World Music: A Cultural Legacy
-  Glencoe World Literature Library
-  Reading in the Content Area
-  Teaching Strategies for the World History Classroom (Including Block Scheduling Pacing Guides)
-  Inclusion Strategies for the Middle School Social Studies Classroom

 Blackline Master

 CD-ROM

 Poster

 Audio Program

 Transparency

 DVD

 Music Program

 Videocassette

READING SUPPORT FROM JAMESTOWN EDUCATION

- **Timed Readings Plus in Social Studies** help students increase their reading rate and fluency while maintaining comprehension. The 400-word passages are similar to those found on state and national assessments.
- **Reading in the Content Area: Social Studies** concentrates on six essential reading skills that help students better comprehend what they read. The book includes 75 high-interest nonfiction passages written at increasing levels of difficulty.
- **Reading Fluency** helps students read smoothly, accurately, and expressively.
- **Jamestown's Reading Improvement**, by renowned reading expert Edward Fry, focuses on helping build your students' comprehension, vocabulary, and skimming and scanning skills.
- **Critical Reading Series** provides high-interest books, each written at three reading levels.

To order these products, call Glencoe at 1-800-334-7344.

Reading List Generator CD-ROM

GLENCOE BOOKLINK

The Glencoe BookLink CD-ROM is a database that allows you to search more than 15,000 titles to create a customized reading list for your students.

- Reading lists can be organized by students' reading level, author, genre, theme, or area of interest.
- The database provides Degrees of Reading Power™ (DRP) and Lexile™ readability scores for all selections.
- A brief summary of each selection is included.

Leveled reading suggestions for this unit:

For students at a Grade 5 reading level:

- **The Awesome Egyptians**, by Terry Deary and Peter Hepplewhite

For students at a Grade 6 reading level:

- **The Death of Enkidu: from The Epic of Gilgamesh**

For students at a Grade 7 reading level:

- **Genesis 6–9: The Flood: from the Tanakh**

To order this CD-ROM, call Glencoe at 1-800-334-7344.

Unit 1 Planning Guide

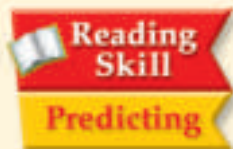
Unit Reading Strategies

Each chapter in this unit contains special reading strategies. The following preview will help you teach these reading skills to your students.



CHAPTER 1: Get Ready to Read!

"Getting into" a project, task, or hobby can sometimes be the most difficult part of an otherwise enjoyable experience. In the same way, students who are asked to read a chapter without being given a preview can find the content overwhelming. Walking students through the chapter by skimming headings and pointing out illustrations, captions, main ideas, new vocabulary, or topics of interest can make students comfortable with the text and better prepare them for reading. This skills spread will teach students how to skim the basic components of the book.



CHAPTER 2: What Do You Predict?

When students learn to predict what is coming next in a text, they become active participants rather than passive observers in the process of reading. Having students make predictions, as they read silently and as they discuss the content, engages their cognitive processing in ways that will have long-term positive effects on their abilities to comprehend and remember what they have read. Predictions can be in the form of questions, hypotheses, anticipation guides, or small group discussions. This exercise teaches students to make predictions based on the **Main Ideas** found in each section.



CHAPTER 3: Finding the Main Idea

As students develop skimming and previewing skills, they will be prepared to engage the text more actively. The next step in the process of understanding textual content is to determine the purpose for a given paragraph, or finding the main idea. This skills spread will teach students that main ideas are the most important ideas in a paragraph, section, or chapter. Supporting details further develop the main idea by providing facts or examples. The exercise will demonstrate how to visually organize main ideas and supporting details through graphic organizers.

Use the **SkillBuilder Handbook** on pages 902–919 to help students practice important skills.

INTRODUCING UNIT 1

0:00 OUT OF TIME?

If time does not permit teaching each chapter in this unit, you may use the *Reading Essentials and Study Guide* summaries.

UNIT OVERVIEW

Unit 1 starts with early humans and traces how they developed civilizations.

UNIT OBJECTIVES

After studying this unit, students should be able to

1. describe the impact of farming on the development of early civilizations;
2. analyze the development of Egypt's empire;
3. describe important events in the history of Israel.

Why It's Important

Explain to students that all civilizations—both past and present—have certain things in common. For example, all developed governments to help meet the needs of their people. Discuss with students the needs addressed by governments today. Ask whether students think governments would have provided the same services thousands of years ago. **L1**

Unit

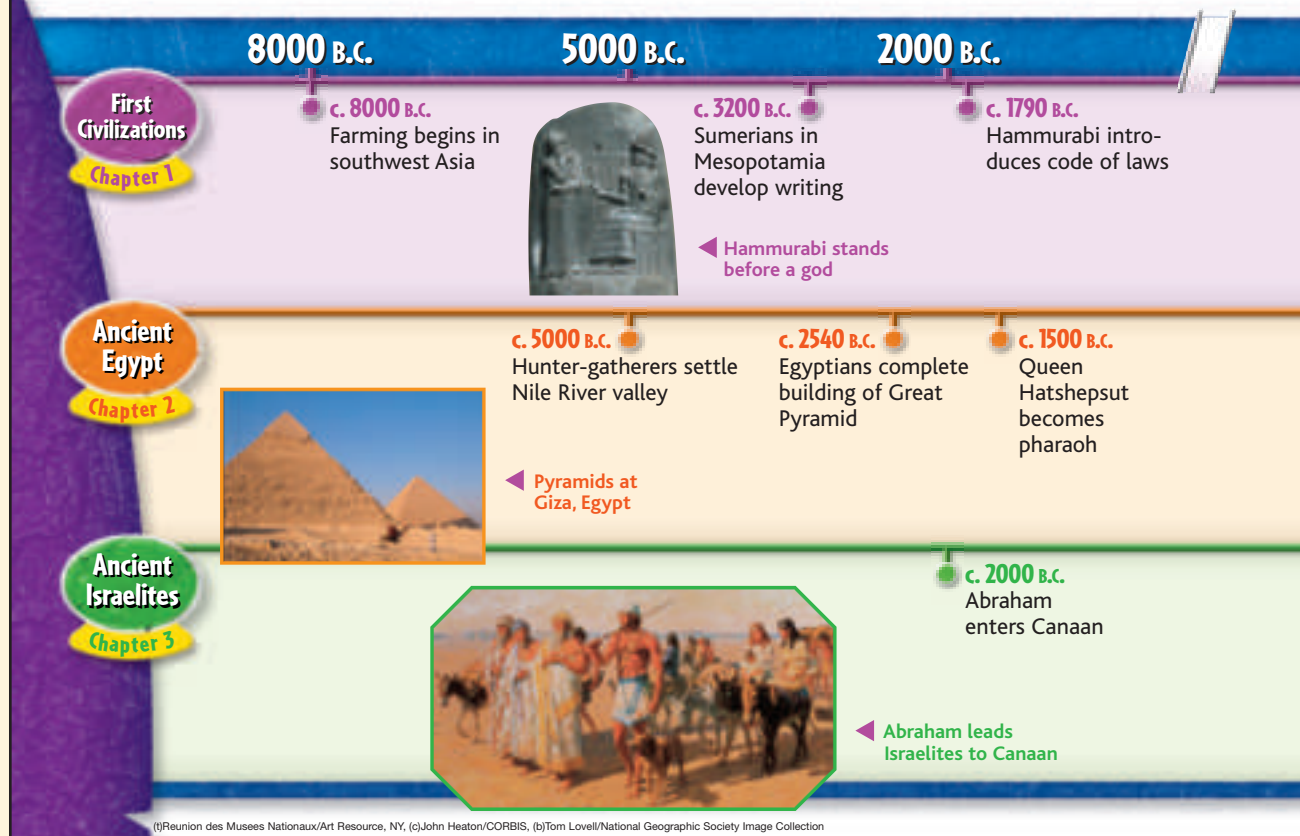
1

Early Civilizations

Why It's Important

Each civilization that you will study in this unit made important contributions to history.

- The Mesopotamians developed writing.
- The Egyptians created papyrus.
- The Israelites' scripture influenced the religions of Europe.



(t)Reunion des Musees Nationaux/Art Resource, NY, (c)John Heaton/CORBIS, (b)Tom Lovell/National Geographic Society Image Collection

TIME LINE ACTIVITY

Direct students to the multiple-tier time line on these pages. Explain that it tells when different empires in different places thrived. Ask volunteers to come to the world map and take turns locating each of the places identified on the time line as other students point out the location on the maps in their texts. Point out that civilizations grew around the same time in different places around the world. **L1**

INTRODUCING UNIT 1



GLENCOE TECHNOLOGY



**World History
Primary Source
Document Library
CD-ROM**

Use the **World History Primary Source Document Library CD-ROM** to access primary source documents related to the world's first civilizations.



**NO CHILD
LEFT BEHIND**

Teaching Tip The goals of the NCLB Act include a strong emphasis on reading. Using modeling in your class will help students become better readers. For example, point out to students that there are many vocabulary terms in the first section of this book. Read aloud a sentence containing a vocabulary term. Then demonstrate how to use other words in a sentence as clues to the meaning of a new term. Complete the model by asking volunteers to read aloud other sentences containing vocabulary terms. Ask each volunteer to think aloud as he or she uses the context to determine a possible meaning for the vocabulary term.

1000 B.C. 750 B.C. 500 B.C. 250 B.C. A.D. 100

c. 744 B.C.
Assyria expands into Babylon

c. 612 B.C.
Chaldeans capture Assyrian capital

Hanging gardens of Babylon

c. 1000 B.C.
Kush breaks free of Egypt

728 B.C.
Kush conquers Egypt

Lion statue honoring Kushite king Aspalta



Kushite king Taharqa



c. 1000 B.C.
King David rules Israel

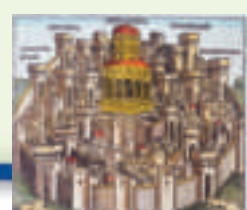
586 B.C.
Chaldeans capture Jerusalem

168 B.C.
Maccabean revolt

A.D. 70
Romans destroy temple in Jerusalem



Jews led into exile



Ancient Jerusalem

DIFFERENTIATED INSTRUCTION

English Learners: To help students understand that important events occurred around the world at the same time, have them make a list of all the events on the time line by breaking them into 200-year intervals. Rather than group them by civilization, have students group them by date.

Visual/Spatial: Have students take a simple outline map of the region covered in this unit. Then have them mark the time line events on the map to illustrate where they took place.

Gifted and Talented: Have students research several events on the time line from different cultures. Then have them write a short description of each event and present it to the class.

INTRODUCING UNIT 1

FOCUS

The unit preview provides a general layout of the regions and significant figures in the unit.

PREVIEWING GEOGRAPHY

Ask students to answer the following questions using the map.

1. **What major bodies of water are shown?** (*Mediterranean Sea, Black Sea, Red Sea, Caspian Sea, Persian Gulf*)
2. **Which continents are labeled?** (*Africa, Asia*)

PREVIEWING

People to Meet

Ask students the following questions using the biographies.

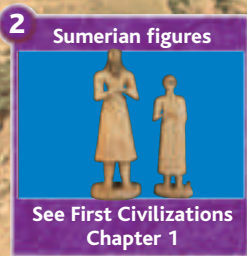
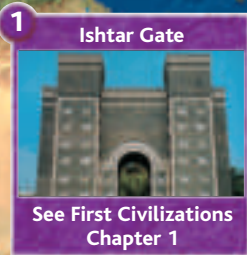
1. **Which of the people pictured ruled Egypt?** (*Hatshepsut, Ramses II*)
2. **Who ruled Babylon?** (*Hammurabi*)
3. **Could Ruth and Naomi have known King David? Why or why not?** (*probably not, because Ruth and Naomi were alive approximately 90 years before David was born*)

Refer to **People to Meet Activities** in the Unit Resources Books.

Unit

1

Places to Locate



People to Meet



Ötzi

c. 3300 B.C.
Iceman found in the Alps
Chapter 1, page 12



Hammurabi

Ruled c. 1792–1750 B.C.
Babylonian king
Chapter 1, page 22



Hatshepsut

Ruled c. 1503–1482 B.C.
Egyptian pharaoh
Chapter 2, page 63

PREVIEWING

Places to Locate

Use the following descriptions to explain the images on the map.



1 The Ishtar Gate of Babylon was built in approximately 575 B.C. One of eight gates, it was the main entrance to the city.



2 These marble Sumerian votive statues date from c. 2500 B.C. They were probably placed on an altar to stand in for the donor who brought them to honor the gods.

INTRODUCING UNIT 1

TEACH

Organizing Information Have students complete a table like the one below to organize information about the people discussed on these pages. (*Answers are provided.*) **L1/EL**

Clue	Ruler
Ruled Egypt from 1279–1213 B.C.	Ramses II
Ruled Israel	King David
Two loyal Israeli Women	Ruth and Naomi
Found in the Alps	Ötzi
Began her Rule of Egypt in 1892 B.C.	Hatshepsut
King of Babylon	Hammurabi

Creating a Map Provide students with a copy of a map of the region covered in Unit 1 from the *Outline Map Resource Book*.

- Have students number each of the historical figures shown in the **People to Meet** feature.
- Have students use the table of contents to find maps of the civilizations covered. Then have them label their maps with the number of each figure in the appropriate location.
- For names with little geographic descriptions on this spread, suggest that students look up the page reference to learn more about that figure. **L1**

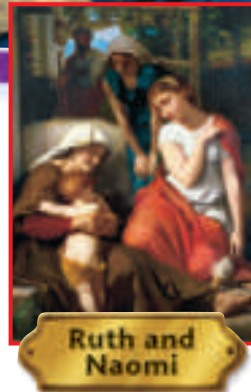
ASIA

Caspian Sea

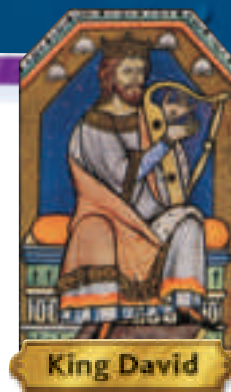
Persian Gulf



Ruled 1279–1213 B.C.
Egyptian ruler
Chapter 2, page 66



c. 1100 B.C.
Israelite women
Chapter 3, page 99



Ruled c. 1000–962 B.C.
King of Israel
Chapter 3, page 88

PREVIEWING

Places to Locate



The Great Sphinx at Giza, near the Great Pyramid, was carved out of natural rock.



The kingdom of Kush built many pyramids based on the Egyptian style.



The Western Wall in Jerusalem is a remnant of the retaining wall of the Second Temple.

Chapter 1 Resources

Note: The following materials may be used when teaching Chapter 1.
Section level support materials are shown at point of use in the margins of the Teacher Wraparound Edition.

TEACHING TRANSPARENCIES

-  Graphic Organizer Transparencies with Teaching Strategy and Student Activity **L2**
-  Cause-and-Effect Transparencies with Teaching Strategy and Student Activity **L2**
-  Then and Now Transparencies with Teaching Strategy and Student Activity **L2**
-  In-text Map Transparency with Teaching Strategy and Student Activity **L1**
-  Map Transparencies with Overlay, Teaching Strategy, and Student Activity **L2**

DIFFERENTIATED INSTRUCTION

-  Differentiated Instruction Activity 1
-  Time Line Activity 1
-  Primary Source Reading 1 (with Document-Based Questions)
-  Inclusion Strategies for the Middle School Social Studies Classroom
-  StudentWorks Plus™ CD-ROM (with Audio Program)

READING SUPPORT

-  Take-Home Review Activity 1 **L2**
-  World Literature Reading 1 **L2**
-  Workbook Activity 1 **L1**
-  Reading Strategies for the Social Studies Classroom **L1/ EL**

ASSESSMENT

-  Authentic Assessment Activity 1 **L1/ EL**
-  Chapter 1 Test Form A **L2**
-  Chapter 1 Test Form B **L2**
-  ExamView® Pro Testmaker CD-ROM

INTERDISCIPLINARY CONNECTIONS

-  Geography and History Activity 1 **L2**
-  People to Meet Activity 1 **L2**
-  Economics Activity 1 **L2**
-  Citizenship and Service Learning Activity 1 **L2**

SPANISH RESOURCES

-  Spanish Reading Essentials and Study Guide
-  Spanish Guided Reading Activities
-  Spanish Quizzes, Tests, and Authentic Assessment (with Rubrics)
-  Spanish Take-Home Review Activities

MULTIMEDIA

-  ExamView® Pro Testmaker CD-ROM
-  Glencoe Skillbuilder Interactive Workbook CD-ROM, Level 1
-  Interactive Tutor Self-Assessment CD-ROM
-  MindJogger Videoquiz
-  Presentation Plus! CD-ROM
-  StudentWorks Plus™ CD-ROM (with Audio Program)
-  TeacherWorks CD-ROM
-  Vocabulary PuzzleMaker CD-ROM
-  *World History: Journey Across Time* Video Program
-  World History Primary Source Document Library CD-ROM

STANDARDIZED ASSESSMENT SKILLS

-  Standardized Test Skills Practice Workbook Activity 1 **L2**
-  Critical Thinking Skills Activity 1 **L2**

Teaching strategies have been coded with suggested ability levels. However, most are suitable for all levels.

L1 BASIC activities for all students

L2 AVERAGE activities for average to above-average students

L3 CHALLENGING activities for above-average students

EL ENGLISH LANGUAGE activities

Chapter 1 Resources



TIME MANAGEMENT

Unit Introduction	Chapter Introduction	Section 1	Section 2	Section 3	Chapter Wrap-Up
1 Day	1 Day	2 Days	2 Days	1 Day	1 Day

Block Scheduling Activities that are suited to use within the block scheduling framework are identified by:



OUT OF TIME?

Assign the Chapter 1 *Reading Essentials and Study Guide*. *

SECTION RESOURCES

DAILY OBJECTIVES	REPRODUCIBLE RESOURCES	MULTIMEDIA RESOURCES
Section 1 Early Humans 1. Paleolithic people adapted to their environment and invented many tools to help them survive. 2. In the Neolithic Age, people started farming, building communities, producing goods, and trading.	Reproducible Lesson Plan 1-1 Daily Lecture and Discussion Notes 1-1 Vocabulary Activity 1-1 Active Reading Note-Taking Guide 1-1 Guided Reading Activity 1-1* Section Quiz 1-1* Reading Essentials and Study Guide 1-1*	Daily Focus Skills Transparency 1-1 Interactive Tutor Self-Assessment CD-ROM ExamView® Pro Testmaker CD-ROM Presentation Plus! CD-ROM Glencoe BookLink CD-ROM
Section 2 Mesopotamian Civilization 1. The people of Sumer, an early Mesopotamian civilization, invented writing and made other important contributions to later peoples. 2. Sumerian city-states gave way to empires, including the Babylonian Empire under Hammurabi.	Reproducible Lesson Plan 1-2 Daily Lecture and Discussion Notes 1-2 Vocabulary Activity 1-2 Active Reading Note-Taking Guide 1-2 Guided Reading Activity 1-2* Section Quiz 1-2* Reading Essentials and Study Guide 1-2*	Daily Focus Skills Transparency 1-2 Interactive Tutor Self-Assessment CD-ROM ExamView® Pro Testmaker CD-ROM Presentation Plus! CD-ROM Glencoe BookLink CD-ROM
Section 3 The First Empires 1. Assyria's military power and well-organized government built a vast empire in Mesopotamia. 2. The Chaldean Empire built important landmarks in Babylon and developed the first calendar with a seven-day week.	Reproducible Lesson Plan 1-3 Daily Lecture and Discussion Notes 1-3 Vocabulary Activity 1-3 Active Reading Note-Taking Guide 1-3 Guided Reading Activity 1-3* Section Quiz 1-3* Reading Essentials and Study Guide 1-3*	Daily Focus Skills Transparency 1-3 Interactive Tutor Self-Assessment CD-ROM ExamView® Pro Testmaker CD-ROM Presentation Plus! CD-ROM Vocabulary PuzzleMaker CD-ROM

*Also available in Spanish

Chapter 1 Resources

History nline

Use our Web site for additional resources. All essential content is covered in the Student Edition.

You and your students can visit jat.glencoe.com, the Web site companion to *World History: Journey Across Time*. This innovative integration of electronic and print media offers your students a wealth of opportunities. The student text directs students to the Web site for the following options:

- Chapter Overviews
- Self-Check Quizzes
- Homework Helper
- Student Web Activities
- Textbook Updates

Answers to the student Web activities are provided for you in the **Web Activity Lesson Plans**. Additional Web resources and Interactive Tutor puzzles are also available.



Biography



THE HISTORY CHANNEL

Videotape programs are available from Glencoe as supplements to the chapters.

To order, call Glencoe at 1-800-334-7344. To find classroom resources to accompany many of these videos, check the following home pages:

A&E Television: www.aande.com

The History Channel: www.historychannel.com

MEETING SPECIAL NEEDS

In addition to the Differentiated Instruction strategies, the following resources are suitable for students with special needs:

- **ExamView® Pro Testmaker CD-ROM** allows teachers to tailor tests by reducing answer choices.
- **StudentWorks Plus™ CD-ROM (with Audio Program)** includes the entire narrative of the student edition so that less-proficient readers can listen to the words as they read them.
- The **Reading Essentials and Study Guide** provides the same content as the student edition but is written two grade levels below the textbook.
- **Guided Reading Activities** give less-proficient readers point-by-point instructions to increase comprehension as they read each textbook section.
- **Differentiated Instruction Activities** include a stimulating collection of readings and activities for students of all levels.



NATIONAL
GEOGRAPHIC

TEACHER'S
CORNER

Index to National Geographic Magazine:

The following articles relate to this chapter:

- "Baghdad Before the Bombs," by Alexandra Boulat, June 2003.
- "The Face," by Rick Gore, August 2002.
- "Dawn of Humans," by André Keyser, May 2000.

National Geographic Society Products:

To order the following, call National Geographic at 1-800-368-2728

- *PicturePack: Ancient Civilizations: The Fertile Crescent* (Transparencies)
- *National Geographic Atlas of the World* (Book)

NGS ONLINE

Access National Geographic's new dynamic MapMachine Web site and other geography resources at:

www.nationalgeographic.com

www.nationalgeographic.com/maps



Meeting NCSS Standards

World History: Journey Across Time

The following standards are highlighted in Chapter 1:

Section 1 **I Culture: A, B, C, H**

II Time, Continuity, and Change: E, F

III People, Places, and Environments: B, H

VIII Science, Technology, and Society: A, B

Section 2 **IV Individual Development and Identity: B**

VI Power, Authority, and Governance: A

VIII Science, Technology, and Society: A, B, C

Section 3 **III People, Places, and Environments: G, I**

VI Power, Authority, and Governance: D, F, G, I

VIII Science, Technology, and Society: A

State and Local Objectives

Chapter 1 Resources

Timesaving Tools



- **Interactive Teacher Edition** Access your Teacher Wraparound Edition and your classroom resources with a few easy clicks.
- **Interactive Lesson Planner** Organize your week, month, semester, or year with all the lesson helps you need to make teaching creative and relevant.



Use Glencoe's **Presentation Plus!** multimedia teacher tool to easily present dynamic lessons that visually excite your students. Using Microsoft PowerPoint® you can customize the presentations to create your own personalized lessons.

FOLDABLES™ Study Organizer

Dinah Zike's
Foldables

Foldables are three-dimensional, interactive graphic organizers that help students practice basic writing skills, review key vocabulary terms, and identify main ideas. Every chapter contains a foldable activity, with additional chapter activities found in the *Reading and Study Skills Foldables* booklet. You can use the foldables as they are presented, or modify them to suit the needs of your individual class.



Planning Ahead

CHAPTER CULMINATING ACTIVITY

The Chapter Culminating Activity will help students organize and learn the important information from the chapter. Begin the chapter with this activity, and have students complete it as a culminating activity.

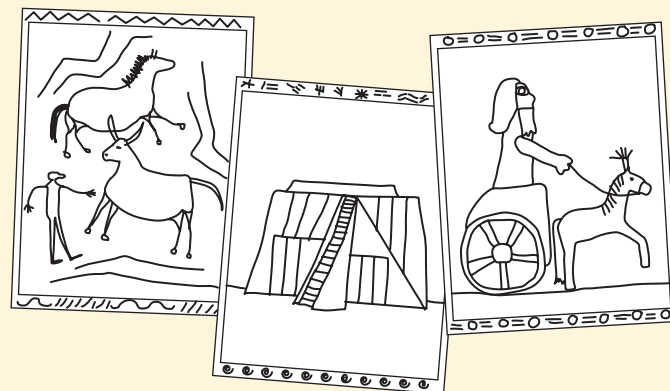
CREATING A PHOTO-ESSAY

Purpose The old adage “A picture is worth a thousand words” can be proven with a photo-essay. Students—especially students with limited verbal skills—have the opportunity to use art to impart a great deal of information in a small amount of space. The photo-essay students create will provide them with a visual summary of the chapter’s main ideas.

Introduction to Modeling

1. Direct students’ attention to a photograph or other image in their textbooks. Have students spend five minutes identifying information imparted by the photograph. Point out that visual communications can put a lot of information into a small space.
2. Provide each student with three sheets of $8\frac{1}{2}'' \times 11''$ paper and have students use their rulers to draw on each an

$8'' \times 10''$ square. As students read each section of this chapter, ask them to think of a photograph that would illustrate that section. Have them draw that photograph onto one of their papers. Explain that the border is the picture frame, and students can decorate that, too.



3. When students have completed their three sections and their three photographs, have volunteers share their photo-essays with the class. Ask the volunteers to explain what each photo is meant to say about its section.

INTRODUCING CHAPTER 1



Refer to Activity 1 in the Authentic Assessment section of the *Quizzes, Tests, and Authentic Assessment (with Rubrics)* booklet.



As students read the chapter, have them keep a list of the many technological advances made during the era described. Ask students to identify some of the technologies that, in their opinion, most affected the way people lived. (*Students may cite farming technologies, the creation of bronze or iron, the making of pottery and cloth, and so on.*) **L2**

**GLENCOE
TECHNOLOGY**

World History: Journey Across Time Video Program

To learn more about early civilizations, students can view the Chapter 1 video in the *World History: Journey Across Time Video Program*.

MindJogger Videoquiz

Use the **MindJogger Videoquiz** to preview Chapter 1 content.



Available in DVD and VHS

Chapter

1

The First Civilizations

Ruins of a ziggurat in Iraq ►



Reading Strategy

PURPOSE FOR READING

Analyzing Geography As a class, look at each of the maps in this chapter. For each, have students identify any bodies of water present. Then have students work in pairs and skim the chapter, looking for water-related words—such as rivers and other bodies of water, floods and flooding, and irrigation—in the text. Point out that these water-related words appear frequently. **Ask:** *Why do you think words related to water appear so often in a chapter about early civilizations?* (*Students should indicate that access to water is necessary for a civilization to develop. As a result, settlements of all sizes had to assure a water source and develop ways to use water effectively.*) **L1/ EL**

Chapter Preview

Some of the first civilizations arose in southwest Asia. The people of these civilizations gradually learned how to farm and developed systems of government, writing, and religion.



View the Chapter 1 video in the *World History: Journey Across Time* Video Program.

Section

1

Early Humans

The earliest humans hunted animals and gathered plants for food. When farming developed, people settled in towns and cities.

Section

2

Mesopotamian Civilization

In early Mesopotamian civilizations, religion and government were closely linked. Kings created strict laws to govern the people.

Section

3

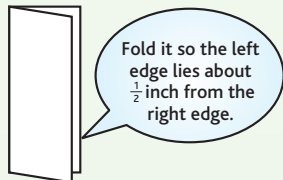
The First Empires

New empires arose in Mesopotamia around 900 B.C. These civilizations included the Assyrians and the Chaldeans. They used powerful armies and iron weapons to conquer the region.

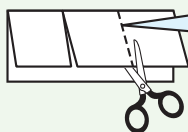
FOLDABLES[™] Study Organizer

Compare and Contrast Make this foldable to help you compare and contrast the ancient civilizations of Mesopotamia.

Step 1 Fold a sheet of paper in half from side to side.



Step 3 Unfold and cut the top layer only along both folds.



Step 2 Turn the paper and fold it into thirds.



Step 4 Label as shown.



Reading and Writing

As you read the chapter, write notes under each appropriate tab of your foldable. Keep in mind that you are trying to compare these civilizations.

INTRODUCING CHAPTER 1

History online

Introduce students to chapter content and key terms by having them access **Chapter Overview 1** at jat.glencoe.com

CHAPTER PREVIEW

After reading Chapter 1, students will be able to

1. explain how learning to farm changed the way early peoples lived;
2. describe the development of the first major civilizations in Mesopotamia's river valleys;
3. describe the rise and fall of the Assyrian and Chaldean Empires.

FOLDABLES[™] Study Organizer

Dinah Zike's
Foldables

Purpose Students use this foldable to compare and contrast the ancient civilizations of Mesopotamia. As students read each section, they should take notes under the appropriate label on the foldable.

 Have students complete *Reading and Study Skills Foldables* Activity 1.

MORE ABOUT THE PHOTO

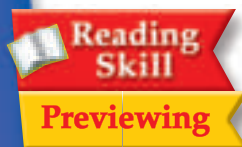
Ziggurats The ruins of the ziggurat in the photo are from the ancient city of Nippur, which lies about 100 miles south of Baghdad. Because Nippur was a religious center, rather than a capital city, it was spared much of the destruction that occurred in other Mesopotamian cities. Nippur has provided archaeologists with a wealth of artifacts, including tens of thousands of cuneiform clay tablets, along with pottery, jewelry, and bronze artifacts. The clay tablets found here have contained government and business records, textbooks, and literary works. It is believed Nippur was inhabited for almost 6,000 years, finally being abandoned around A.D. 800.

Reading Social Studies

1 Learn It!

Explain that previewing, like watching a preview for a movie, sets expectations and gives readers an idea of what is coming. This mental “hook” on which they can hang new information is an important step in comprehending information in the text. Model for students how to “walk through” a chapter before beginning to read or study it. Point out to them the main head, main idea, reading focus, and subheads as described in **Get Ready to Read!** Then have students flip through the first section of Chapter 1 to see how this structure is carried out throughout the book.

To help students make sense of the structure of the text, have them use colored pencils to write down the major components of the text. Major headings, for example, could be written in blue, subheadings in green, main ideas in red, captions in purple, and titles of graphs in black. **L1**



1 Learn It!

Get Ready to Read!

Before you read, take time to preview the chapter. This will give you a head start on what you are about to learn. Follow the steps below to help you quickly read, or skim, Section 1 on page 9.

2—The **Main Idea** under each main head tells you the “big picture.” It summarizes the main point of what you are about to read.

3—The **Reading Focus** helps you to make a connection between what you might already know and what you are about to read.

Early Humans

Main Idea Paleolithic people adapted to their environment and invented many tools to help them survive.

Reading Focus What do you view as the greatest human achievement? Sending people to the moon, perhaps, or inventing the computer? Read to learn about the accomplishments of people during the Paleolithic Age.

History is the story of humans . . .

Tools of Discovery

1—Read the main headings in large red type. They show the main topics covered in the section or chapter.

4—Under each main head, read the subheads in blue type. Subheads break down each main topic into smaller topics.

Reading Tip

As you skim, also look at pictures, maps, and charts.

Reading Strategy

SETTING A PURPOSE

Readers are much more likely to become engaged in text when a purpose has been clearly set for the reading. Good readers generally set a purpose without consciously thinking about it, but poor readers may need some help. For example, before reading the subsection on Mesopotamian religion entitled “Gods and Rulers,” ask students why they think the Sumerians might have built temples. For the subsection “Why Was Writing Important?,” ask students how civilization might have been different if people had never developed a writing system. Such questions not only generate interest but also provide a technique for students to get actively engaged in the reading. **L1/EL**

2 Practice It!

Preview by Skimming

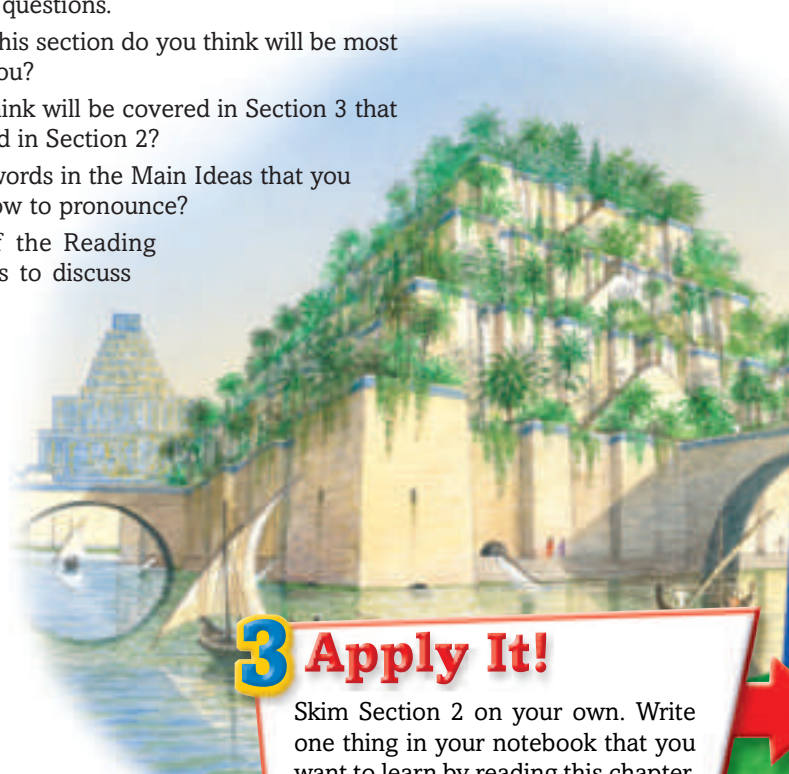


Skim all of the main heads and main ideas in Section 3 starting on page 26. Then, in small groups, discuss the answers to these questions.

- Which part of this section do you think will be most interesting to you?
- What do you think will be covered in Section 3 that was not covered in Section 2?
- Are there any words in the Main Ideas that you do not know how to pronounce?
- Choose one of the Reading Focus questions to discuss in your group.

Read to Write

Use each main head, the main ideas, and the subheads in Section 2 of this chapter to create a study outline.



3 Apply It!

Skim Section 2 on your own. Write one thing in your notebook that you want to learn by reading this chapter.

2 Practice It!

Classifying Use the same colors to “walk through” each chapter before you begin so students practice classifying types of information. Other colors can designate sections used less frequently, such as biographies.

Clarifying As students note the headings, ask if they have questions about words or concepts that they would like explained prior to the reading.

Responding Take time to allow students to respond in groups or pairs to the questions in the **Practice It!** section. This is a valuable way of making personal connections to the text.

3 Apply It!

Interactive Chapter Walls For each section in the chapter, post the headings and subheadings on large posters using the designated colors. This will focus students on ideas they want to investigate. The same technique can be repeated for other chapters. Such chapter walls can be interactive if you leave space under each heading and encourage students to write appropriate comments or create drawings that are relevant to the subject. **L1**

Reading Strategy

READ TO WRITE

The outlines students create will be useful in learning the major concepts in the chapter. However, there is beneficial information contained in other features too. Time constraints may make it difficult to study important illustrations, drawings, and captions in the chapter. This material may be the key that unlocks difficult concepts for students. After students have created their outlines, encourage them to study the visual aids in the chapter. To encourage careful analysis of nonprint features, have students write captions and display them on the board or have caption contests with awards for most creative, funniest, most descriptive, or “most like a textbook” caption. **L1/EL**

1 FOCUS

SECTION OVERVIEW

This section describes the world's earliest humans and relates their change from nomadic hunters to farmers.



Project Daily Focus
Skills Transparency 1-1
and have students answer questions. Discuss their responses.

Get Ready to Read!

Preteaching Vocabulary:

Historians, or people who study and write about the past, use many tools to learn about the past. For example, they use written records, physical remains such as buildings and roadways, and artifacts, or items left behind by humans.

Answers to Graphic: warm weather: little clothing; cold weather: use of caves as shelter; discovery of fire: protection and ability to cook foods to make them healthier and longer-lasting; Ice Age: change of diet, built sturdier shelters, made warmer clothing

Section

1

Early Humans

Get Ready to Read!

What's the Connection?

Today people live in towns and cities of various sizes and make their living in different ways. Read to find out how early humans lived by moving from place to place, forming settlements, and exploring different ways to provide for themselves and their families.

Focusing on the Main Ideas

- Paleolithic people adapted to their environment and invented many tools to help them survive. (page 9)
- In the Neolithic Age, people started farming, building communities, producing goods, and trading. (page 13)

Locating Places

Jericho (JEHR • ih • KOH)

Çatal Hüyük

(chah • TAHL hoo • YOOK)

Building Your Vocabulary

historian (hih • STOHR • ee • uhn)

archaeologist

(AHR • kee • AH • loh • jihst)

artifact (AHR • tih • FAKT)

fossil (FAH • suhl)

anthropologist

(AN • thruh • PAH • loh • jihst)

nomad (NOH • MAD)

technology (teh • NAH • loh • jee)

domesticate (duh • MEHS • tih • KAYT)

specialization

(SPEH • shuh • loh • ZAY • shuhn)

Reading Strategy

Determine Cause and Effect Draw a diagram like the one below. Use it to explain how early humans adapted to their environment.

Cause:	→	Effect:
Cause:	→	Effect:
Cause:	→	Effect:

When & Where?



8000 B.C. 6000 B.C. 4000 B.C. 2000 B.C.

c. 8000 B.C.

Jericho founded

c. 6700 B.C.

Çatal Hüyük settled

c. 3000 B.C.

Bronze Age begins



SECTION RESOURCES



Reproducible Masters

- Reproducible Lesson Plan 1-1
- Daily Lecture and Discussion Notes 1-1
- Vocabulary Activity 1-1
- Active Reading Note-Taking Guide 1-1
- Guided Reading Activity 1-1
- Section Quiz 1-1
- Reading Essentials and Study Guide 1-1



Transparencies

- Daily Focus Skills Transparency 1-1

Multimedia

- Interactive Tutor Self-Assessment CD-ROM
- ExamView® Pro Testmaker CD-ROM
- Presentation Plus! CD-ROM
- Glencoe BookLink CD-ROM

Early Humans

Main Idea Paleolithic people adapted to their environment and invented many tools to help them survive.

Reading Focus What do you view as the greatest human achievement? Sending people to the moon, perhaps, or inventing the computer? Read to learn about the accomplishments of people during the Paleolithic Age.

History is the story of humans in the past. It tells what they did and what happened to them. **Historians** (hih•STOHR•ee•uhns) are people who study and write about the human past. They tell us that history began about 5,500 years ago, when people first began to write. But the story of people really begins in prehistory—the time *before* people developed writing.

Tools of Discovery What we know about the earliest people comes from the things they left behind. Scientists have worked to uncover clues about early human life.

Archaeologists (AHR•kee•AH•luh•jihsts) hunt for evidence buried in the ground where settlements might once have been. They dig up and study **artifacts** (AHR•tih•FAKTS)—weapons, tools, and other things made by humans. They also look for **fossils** (FAH•suhls)—traces of plants or animals that have been preserved in rock.

Anthropologists (AN•thruh•PAH•luh•jihsts) focus on human society. They study how humans developed and how they related to one another.

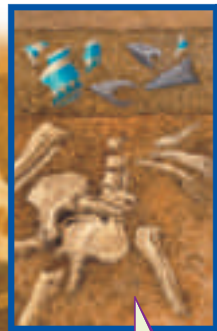
Historians call the early period of human history the Stone Age. The name comes from the fact that people during this time used stone to make tools and weapons.

2 TEACH

Language Tell students they are going to play a game of charades. Have small groups each choose one of the activities common to people during Paleolithic times. For example, a group could choose making a fire, gathering berries, or hunting with spears. Then have each group perform its charade, while others in the class speculate on the activity being portrayed. Point out that without language, it is much more difficult to communicate even the simplest ideas. **L1/EL**

Archaeological Dig

Archaeologists use special techniques and tools when carrying out a dig. Artifacts are photographed or sketched and their locations are mapped and noted. Soil is passed through a mesh screen to collect small fragments of tools or bone. **What types of artifacts do archaeologists look for?**



BELOW THE SURFACE

Layers of soil are deposited one on top of another. In general, the farther the layer is below the surface, the older its soil and artifacts are.

PRESERVING

Archaeologists may use plaster to make a form or an imprint of something they have found.

LOOKING FOR FRAGMENTS

This scientist uses a wire mesh screen to sift the soil to discover small fragments of artifacts.

GRIDS

Grids like these help archaeologists record and map any artifacts found.

CLEANING

Artifacts must be handled and cleaned carefully, often with soft brushes or other instruments.

Daily Lecture and Discussion Notes 1-1

Use **Daily Lecture and Discussion Notes 1-1** for an outline of key concepts found in the section.

More About the Art

Archaeologists often find some of their most useful information in locations used by earlier people as garbage dumps. These areas provide clues about what people ate, wore, and used for tools.

Caption Answer: weapons, tools, and other things made by humans

Reading Strategy

READING THE TEXT

Using Word Parts Point out to students that there are other words that begin with *paleo-* or *neo-*. Organize students into small groups and provide each group with a dictionary. Have groups find and make a list of three words that begin with *paleo-* and three words that begin with *neo-*. Have groups also write the definition for each word they choose and share their words and definitions with the class. (Possible answers: *paleoanthropology*, *paleobiology*, *paleobotany*; *neoclassic*, *neocolonialism*, *neocortex*) As students read the chapter, have them continue to look up words they do not understand. **L2**

CHAPTER 1

SECTION 1, 8-15

Reading Support L1/EL

Use **Vocabulary Activity 1-1** to review important terms in the section.

Primary Source

Some of the most famous cave paintings are in the Lascaux Cave in Dordogne, France. They were discovered in 1940 by four teenage boys. About 600 drawings and paintings adorn the cave's walls. In 1948 the cave was opened to the public. However, visitors' lights began to damage the art, fading its colors and exposing it to bacteria. In 1963 the cave was closed to protect it.

Answer:

Paleolithic people hunted animals for food and other necessities. They also began to create art.

Writing Activity

Have students write an article describing the invention of tools by people in Paleolithic times. Tell them to write the article as if they were magazine writers visiting an archaeological site. **L2**

Primary Source Paleolithic Cave Paintings

The oldest examples of Paleolithic art are cave paintings found in Spain and France. Most of the paintings are of animals. The paintings show that Paleolithic artists often used several colors and techniques. They sometimes used the uneven surface of the rock to create a three-dimensional effect.



▲ Painting of bison in Spanish cave

DBQ Document-Based Question

What does this cave painting tell us about life in the Paleolithic Age?

The earliest part of the period is the Paleolithic or Old Stone Age. *Paleolithic* means "old stone" in the Greek language. Paleolithic times began roughly 2.5 million years ago and lasted until around 8000 B.C.

Who Were the Hunter-Gatherers? Try to imagine the world during the Stone Age, long before any roadways, farms, or villages existed. Early humans spent most of their time searching for food. They hunted animals, caught fish, ate insects, and gathered nuts, berries, fruits, grains, and plants.

Because they hunted and gathered, Paleolithic people were always on the move. They were **nomads** (NOH•MADS), or people

who regularly move from place to place. They traveled in bands of 30 or so members because it was safer and made the search for food easier.

Men and women did different tasks within the group. Women stayed close to the campsite, which was typically near a stream or other water source. They looked after the children and searched nearby woods and meadows for berries, nuts, and grains.

Men hunted animals—an activity that sometimes took them far from camp. They had to learn the habits of animals and make tools for the kill. At first, they used clubs or drove the animals off cliffs. Over time, Paleolithic people invented spears, traps, and bows and arrows.

Adapting to the Environment The way that Paleolithic people lived depended on where they lived. Those in warm climates needed little clothing or shelter. People in cold climates sought protection from the weather in caves. Over time, Paleolithic people created new kinds of shelter. The most common was probably made of animal hides held up by wooden poles.

Paleolithic people made a life-changing discovery when they learned to tame fire. Fire gave warmth to those gathered around it. It lit the darkness and scared away wild animals. Food cooked over the fire tasted better and was easier to digest. In addition, smoked meat could be kept longer.

Archaeologists believe that early humans started fires by rubbing two pieces of wood together. Paleolithic people later made drill-like wooden tools to start fires.

What Were the Ice Ages? Fire was a key to the survival of Paleolithic people during the Ice Ages. These were long periods of extreme cold. The last Ice Age began about 100,000 B.C. From then until about 8000 B.C.,

DIFFERENTIATED INSTRUCTION

Verbal/Linguistic: Organize students into small groups, and have each group list on a sheet of paper the vocabulary terms for this section. Ask groups to skim the section for definitions. When the groups have finished, have them compare their definitions for each term.

Auditory/Musical: Point out to students that the vocabulary terms in this section may seem to be long. Read aloud each term, emphasizing its syllables. Then have students repeat the words.

Gifted and Talented: Have students write a paragraph using all the vocabulary words.

Refer to *Inclusion Strategies for the Middle School Social Studies Classroom* in the TCR.

thick ice sheets covered parts of Europe, Asia, and North America.

The Ice Age was a threat to human life. People risked death from the cold and also from hunger. Early humans had to adapt by changing their diet, building sturdier shelters, and using animal furs to make warm clothing. The mastery of fire helped people live in this environment.

Language, Art, and Religion Another advance in Paleolithic times was the development of spoken language. Language made it far easier for people to work together and to pass on knowledge.

Early people expressed themselves not only in words but in art. They crushed yellow, black, and red rocks to make powders for paint. Then they dabbed this on cave walls, creating scenes of lions, oxen, panthers, and other animals.

Historians are not sure why these cave paintings were created. They may have had religious meaning. Early people also might have thought that painting an animal would bring good luck in the hunt.

The Invention of Tools Paleolithic people were the first to use **technology** (teh•k•NAH•luh•jee)—tools and methods to help humans perform tasks. People often used a hard stone called flint to make tools. By hitting flint with a hard stone, they could make it flake into pieces with very sharp edges. To make hand axes or hunting spears, they tied wooden poles to pieces of flint that were the right shape for the tool.

Over time, early people grew more skilled at making tools. They crafted smaller and sharper tools, such as fishhooks and needles made from animal bones. They used needles to make nets and baskets and to sew hides together for clothing.

Reading Check Contrast How are fossils and artifacts different?



The Way It Was

Science and Inventions

Tools One of the most important advances of prehistoric people was the creation of stone tools. Tools made hunting, gathering, building shelter, and making clothing much easier.

The first tools were made of stones. Early humans quickly learned that grinding, breaking, and shaping the stones to create sharp edges made them more useful.

As technology advanced, people began making specific tools such as food choppers, meat scrapers, and spear points. In time, people learned that hitting a stone in a particular way would produce a flake—a long, sharp chip. Flakes were similar to knives in the way they were used.



▲ Stone tools

▲ Flaking tools from a larger stone

Connecting to the Past

1. Why do you think early people chose stones to make their first tools?
2. How were flakes created?

CHAPTER 1

SECTION 1, 8-15

HISTORY Mystery

How Do We Know How Old Things Are?

On Earth, all living things contain carbon and radioactive carbon-14. When a living thing dies, carbon-14 starts to decay. Because carbon-14 decays at a measurable rate, scientists can determine how long something has been dead.

The Way It Was

Answers:

1. Stones were easy to fashion into tools.
2. by chipping stone pieces until they flaked into the right shape

Reading Check

Answer: Fossils are traces of plants and animals. Artifacts are weapons, tools, and other things made by humans.

CRITICAL THINKING ACTIVITY

Comparing and Contrasting Tell each student to compare and contrast Paleolithic and Neolithic times by copying this sentence:

"Paleolithic people ____, while people of Neolithic times ____."

Ask students to create a two-column graphic organizer and fill in the details of each era under the appropriate headings. Students might consider topics such as patterns of migration, influence of geography and agriculture, economic development, and evidence from archaeology. **L2**

TEACH

Scientists have determined that Ötzi the iceman was 5'2½" tall. He was probably in his mid-40s, which was very mature for people of that time. Today, Ötzi is kept in a refrigerated room at the South Tyrol Museum of Archaeology in Bolzano, Italy, because the body was found just inside that country's border. Visitors can view him through a little window there.

Have students imagine they are going hiking. Have them make a list of the things they would take with them. How do their lists compare with the items with which Ötzi traveled? (*Answers should include hiking equipment, food, and other items for survival.*) **L1/EL**

Then and Now

Answers will vary, but students should list things people carry and what clues those items would provide.

ÖTZI THE ICEMAN c. 3300 B.C.

In A.D. 1991 two hikers near the border between Austria and Italy discovered the frozen body of a man. The man was called "Ötzi" after the Ötztal Alps, the mountains where he was found. Scientists studied Ötzi's body, his clothes, and the items found with him to uncover clues about his life and death. One of the first amazing facts scientists learned was that Ötzi lived 5,300 years ago, during the Neolithic Age.

Ötzi was dressed warmly because of the cold climate. He was wearing a fur hat and a long grass cloak. Under the cloak was a leather jacket that was well-made but had been repaired several times. To keep his feet warm, he had stuffed grass in the bottom of his leather shoes. Scientists studied the tools and supplies Ötzi was carrying and decided that he planned to be away from home for many months. A bow and arrows, copper ax, and backpack were among the supplies found near Ötzi's body. Experts believe Ötzi was a shepherd who traveled with his herd. Ötzi probably returned to his village only twice a year.

From recent tests, scientists have learned more about the last hours of Ötzi's life. Shortly before he died, Ötzi ate a type of flat bread that is similar to a cracker, an herb or other green plant, and meat. Pollen found in Ötzi's stomach showed that he ate his last meal in the valley, south of where he was found. When Ötzi finished eating, he headed up into the mountains. Eight hours later, he died. Scientists believe that Ötzi's last hours were violent ones. When found, he clutched a knife in his right hand. Wounds on his right hand suggest that he tried to fight off an attacker. His left shoulder had been deeply pierced by an arrow. Some scientists think Ötzi may have wandered into another tribe's territory. Ötzi is now displayed at the South Tyrol Museum of Archaeology in Bolzano, Italy.



▲ Scientists created this reproduction to show what Ötzi may have looked like.



▲ This copper ax, along with the bow and arrows that you can see above, were Ötzi's main weapons.

Then and Now

If scientists 5,300 years from now discovered the remains of someone from our time, what might they conclude about our society?

(tr)Giansanti Gianni/CORBIS Sygma, (bl)Kenneth Garrett

Reading
List Generator
CD-ROM

BOOKLINK

RECOMMENDED READING

Use the **Glencoe BookLink CD-ROM** to create customized reading lists based on your students' interests and reading levels. Below is an example based on content in this chapter. Also, see the Suggested Readings on pages 944–946 of the Appendix.

- **Baumann, Hans.** *In the Land of Ur: The Discovery of Ancient Mesopotamia.* Discover Mesopotamia through archaeologists' eyes. For thousands of years the region was dotted with temples and palaces, but today it is a desert wasteland.
- **Khashoggi, Soheir.** *Mirage.* A privileged daughter in a Middle Eastern family attempts to flee to the United States to escape an arranged marriage.

Neolithic Times

Main Idea In the Neolithic Age, people started farming, building communities, producing goods, and trading.

Reading Focus Did you know that, today, more than a third of the world's people work in agriculture? Read to learn how farming began and how it changed the world.

After the last Ice Age ended, people began to change their way of life. They began to **domesticate** (duh • MEHS • tih • KAYT), or tame animals and plants for human use. Animals provided meat, milk, and wool. They also carried goods and pulled carts.

In addition, people also learned how to grow food. For the first time, people could stay in one place to grow grains and vegetables. Gradually, farming replaced hunting and gathering.

This change in the way people lived marked the beginning of the Neolithic Age, or New Stone Age, which began about 8000 B.C. and lasted until about 4000 B.C.

Why Was Farming Important? Historians call the changes in the Neolithic Age the farming revolution. The word *revolution* refers to changes that greatly affect many areas of life. Some historians consider the farming revolution the most important event in human history.

Farming did not begin in one region and spread. People in different parts of the world discovered how to grow crops at about the same time. In Asia, people grew wheat, barley, rice, soybeans, and a grain called millet. In Mexico, farmers grew corn, squash, and potatoes. In Africa, they grew millet and a grain called sorghum.

CONNECTING ACROSS TIME

The well-planned layout of Çatal Hüyük made it possible to keep the city clean even with a rising population. Have students consider how well organized their own community is. What kinds of services are available to keep the area clean? **L1/EL**



Architecture

The houses at Çatal Hüyük were built close together. Any space between houses often was used as a garbage dump. The houses did not have doors. Instead, archaeologists believe people used ladders to enter from the roofs. The dead often were buried below the floor of a house. Babies usually were buried wearing jewelry, but the bodies of adults were accompanied by few such goods.

Using Geography Skills

Answers:

1. sunflowers, beans, cocoa, maize, squash, sweet potatoes, tomatoes, vanilla
2. Africa and Asia



Early Farming 7000–2000 B.C.



Using Geography Skills

Farming developed in many regions of the world.

1. According to the map, what crops were grown in North America?
2. On which two continents did barley and wheat grow?

Find NGS online map resources @ www.nationalgeographic.com/maps

KEY			
Barley	Maize	Potatoes	Sweet potatoes
Beans	Millet	Rice	Tea
Cocoa	Oats	Rye	Tomatoes
Coffee	Olives	Soybeans	Vanilla
Cotton	Onions	Squash	Wheat
Emmer	Peanuts	Sugarcane	Yams
Flax	Peppers	Sunflowers	

INTERDISCIPLINARY CONNECTIONS ACTIVITY

Art Direct students' attention to the cave painting on page 10. Point out that the things drawn on the cave walls had importance in the everyday lives of early peoples. Organize students into small groups. Have each group discuss what kinds of items could be drawn on a wall to tell something about our lives today. Then supply each group with a large square of butcher-block paper, and have group members work together to decorate a "wall" that tells something about our present-day culture. Ask groups to share their completed "walls" with the class. You may wish to mount the "walls" around the classroom. **L2**

CHAPTER 1

SECTION 1, 8-15

Reading Support L1/EL

Assign **Guided Reading Activity 1-1** to help students organize the information in the section.

3 ASSESS

Assign Section 1 Review as homework or as an in-class activity.

Have students use the **Interactive Tutor Self-Assessment CD-ROM** to review the section.

Assessment L2

Assign **Section 1 Quiz** to assess mastery of the material found in the section.

Reading Support L1/EL

Assign **Reading Essentials and Study Guide 1-1** to help students review section material.

Understanding Charts

Answers:

- from hunting to herding, farming, and protecting the village
- They developed copper and bronze tools.

Comparing the Neolithic and Paleolithic Ages

Paleolithic Age



Neolithic Age



Description of Art and Crafts	Paleolithic people painted cave walls. They usually painted animals.	Neolithic people made pottery and carved objects out of wood. They also built shelters and tombs.
How Humans Obtained Food	People hunted animals and gathered nuts, berries, and grains.	People began to farm in permanent villages. They continued to raise and herd animals.
How Humans Adapted	People learned to make fire, created a language, and made simple tools and shelters.	People built mud-brick houses and places of worship. They specialized in certain jobs and used copper and bronze to create more useful tools.
Work of Women and Men	Women gathered food and cared for children. Men hunted.	Women cared for children and performed household tasks. Men herded, farmed, and protected the village.

Understanding Charts

Humans made great advances from the Paleolithic Age to the Neolithic Age.

- How did the work of men change from the Paleolithic Age to the Neolithic Age?
- Describe** What advances were made in toolmaking between the Paleolithic and Neolithic Ages?

The Growth of Villages People who farmed could settle in one place. Herders remained nomadic and drove their animals wherever they could find grazing land. Farmers, however, had to stay close to their fields to water the plants, keep hungry animals away, and harvest their crops. They began to live in villages, where they built permanent homes.

During the Neolithic Age, villages were started in Europe, India, Egypt, China, and

Mexico. The earliest known communities have been found in the Middle East. One of the oldest is **Jericho** (JEHR • ih • KOH) in the West Bank between what are now Israel and Jordan. This city dates back to about 8000 B.C.

Another well-known Neolithic community is **Çatal Hüyük** (chah • TAHL hoo • YOOK) in present-day Turkey. Little of it remains, but it was home to some 6,000 people between about 6700 B.C. and 5700 B.C. They lived in simple mud-brick houses that were packed tightly together and decorated inside with wall paintings. They used other buildings as places of worship. Along with farming, the people hunted, raised sheep and goats, and ate fish and bird eggs from nearby marshes.

EXTENDING THE CONTENT

Science Teaches Us About Ötzi For a long time, scientists thought that Ötzi had remained frozen from the time he died until he was discovered in modern times. Then scientists studying the body realized that layers of fat under the corpse's skin had turned into another substance—a substance sometimes called grave wax. Fat turns to this wax only when a body lies in water. As a result, scientists now believe it possible that at one time the body unfroze and the grave wax formed. Interestingly, grave wax hardly decays. This helps explain why the body was in such good shape after 5,000 years.

ENRICH

Some scientists consider the Neolithic era the beginning of civilization. Have students write a short paragraph describing what they think a group of people needs to be considered a civilization. **L2**

RETEACH

Remind students that farming made such an important difference in human life that scientists call the beginning of the farming era a "revolution." Ask students to defend this label. **L2**

Reading Check

Answer: During the Paleolithic Age, people were nomadic hunters and lived in small groups. In the Neolithic Age, people learned to farm, settled in villages, and began to develop other jobs and trade.

To help students understand section material, have them visit **Homework Helper** at jag.glencoe.com

4 CLOSE

Ask students to summarize the impact of farming on the human race. **L1/EL**

The Benefits of a Settled Life The shift to settled life brought Neolithic people greater security than they had ever known. Steady food supplies meant healthy, growing populations. With a bigger population, there were more workers to produce a bigger crop.

Because villagers produced more than enough to eat, they began to trade their extra foodstuffs. They traded with people in their own communities and also with people who lived in other areas.

People began to practice **specialization** (SPEH•shuh•luh•ZAY•shuhn), or the development of different kinds of jobs. Because not everyone was needed for farming, some people had the time to develop other types of skills. They made pottery from clay to store their grain and other foods. They used plant fibers to make mats and to weave

cloth. These craftspeople, like farmers, also took part in trade. They exchanged the things they made for goods they did not have.

In late Neolithic times, people continued to make advances. Toolmakers created better farming tools, such as the sickle for cutting grain. In some places, people began to work with metals. At first they used copper. They heated rocks to melt the copper inside and then poured it into molds for tools and weapons.

After 4000 B.C., craftspeople in western Asia mixed copper and tin to form bronze. Bronze was harder and longer lasting than copper. It became widely used between 3000 B.C. and 1200 B.C., the period known as the Bronze Age.

Reading Check Compare How did the Paleolithic and Neolithic Ages differ?

Section 1 Review

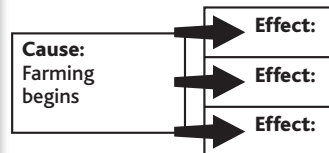
Reading Summary

Review the Main Ideas

- Early humans were nomads who moved around to hunt animals and gather food. They built shelters and used fire to survive. In time, they developed language and art.
- During the farming revolution, people began to grow crops and domesticate animals, which allowed them to settle in villages.

What Did You Learn?

- Who are archaeologists and what do they study?
- How did domesticating animals help the Neolithic people?
- Determine Cause and Effect** Draw a diagram like the one below. List some of the effects that farming had on people's lives.
- Explain** Why were Paleolithic people nomads?
- Compare** Compare the technology of the Paleolithic Age with that of the Neolithic Age.
- Analyze** Why was the ability to make a fire so important?
- Reading Previewing** Create a three-column chart. In the first column, write what you knew about early humans before you read this section. In the second column, write what you learned after reading. In the third, write what you still would like to know.



SECTION 1 REVIEW ANSWERS

- | | | |
|---|---|---|
| 1. Archaeologists are scientists who hunt for, dig up, and study artifacts. | lages and worked at jobs other than farming; people began to trade. | Neolithic: metal tools and weapons |
| 2. Animals supplied meat, milk, and wool. They also carried goods and pulled carts. | 4. They moved around to hunt animals and gather other foods. | 6. Fire kept humans warm, scared animals away, and was used to cook food. |
| 3. People had a steady supply of food; people settled in vil- | 5. Paleolithic: stone, bone, and wooden tools and weapons; | 7. Charts should reflect information from the text. |

1 FOCUS

SECTION OVERVIEW

This section describes Mesopotamia, one of the regions where the world's earliest civilizations developed.



Project Daily Focus Skills Transparency 1–2 and have students answer questions. Discuss their responses.

Get Ready to Read!

Preteaching Vocabulary: Have students find and review the definition of *civilization* in the section. Explain that Mesopotamia is often called the “cradle of civilization.” Discuss with students the meaning of that phrase.

Answers to Graphic: City-states formed and began fighting with each other; fighting weakened the city-states; the Akkadians, led by Sargon, took over Mesopotamia and set up an empire.

Section

2

Mesopotamian Civilization

Get Ready to Read!

What's the Connection?

In Section 1, you learned about early humans settling in towns. Some settled in Mesopotamia, an area called the “cradle of civilization.”

Focusing on the Main Ideas

- Civilization in Mesopotamia began in the valleys of the Tigris and Euphrates Rivers. (page 17)
- Sumerians invented writing and made other important contributions to later peoples. (page 20)
- Sumerian city-states lost power when they were conquered by outsiders. (page 23)

Locating Places

Tigris River (TY•gruhs)
Euphrates River (yu•FRAY•teez)
Mesopotamia (MEH•suh•puh•TAY•mee•uh)
Sumer (SOO•muhr)
Babylon (BA•buh•luhn)

Meeting People

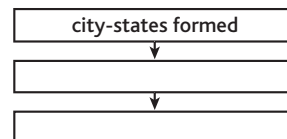
Sargon (SAHR•GAHN)
Hammurabi (HA•muh•RAH•bee)

Building Your Vocabulary

civilization (SIH•vuh•luh•ZAY•shuhn)
irrigation (IHR•uh•GAY•shuhn)
city-state
artisan (AHR•tuh•zuhn)
cuneiform (kyoo•NEE•uh•FAWRM)
scribe (SKRYB)
empire (EHM•PYR)

Reading Strategy

Sequencing Information Use a diagram to show how the first empire in Mesopotamia came about.



When & Where?



3000 B.C.

3000 B.C.
City-states arise in Sumer

2250 B.C.

c. 2340 B.C.
Sargon conquers Babylon

1500 B.C.

c. 1792 B.C.
Hammurabi rules Mesopotamia



SECTION RESOURCES



Reproducible Masters

- Reproducible Lesson Plan 1–2
- Daily Lecture and Discussion Notes 1–2
- Vocabulary Activity 1–2
- Active Reading Note-Taking Guide 1–2
- Guided Reading Activity 1–2
- Section Quiz 1–2
- Reading Essentials and Study Guide 1–2



Transparencies

- Daily Focus Skills Transparency 1–2

Multimedia

- Interactive Tutor Self-Assessment CD-ROM
- ExamView® Pro Testmaker CD-ROM
- Presentation Plus! CD-ROM
- Glencoe BookLink CD-ROM

Mesopotamia's Civilization

Main Idea Civilization in Mesopotamia began in the valleys of the Tigris and Euphrates Rivers.

Reading Focus Do you live in a region that receives plenty of rain or in a region that is dry? Think about how that affects you as you read how the Sumerians' environment affected them.

Over thousands of years, some of the early farming villages developed into civilizations. **Civilizations** (sih • vuh • luh • ZAY • shuhns) are complex societies. They have cities, organized governments, art, religion, class divisions, and a writing system.

Why Were River Valleys Important? The first civilizations arose in river valleys because good farming conditions made it

easy to feed large numbers of people. The rivers also made it easy to get from one place to another and to trade. Trade provided a way for goods and ideas to move from place to place. It was no accident, then, that cities grew up in these valleys and became the centers of civilizations.

As cities took shape, so did the need for organization. Someone had to make plans and decisions about matters of common concern. People formed governments to do just that. Their leaders took charge of food supplies and building projects. They made laws to keep order and assembled armies to fend off enemies.

With fewer worries about meeting their basic needs, people in the river valleys had more time to think about other things. They developed religions and the arts. To pass on

2 TEACH

Illustrating Culture Remind students that Sumer's people were divided into three different social classes. Organize students into small groups. Direct the groups to think of a way to illustrate these classes. For example, a group might draw a rough ziggurat and assign to each of its tiers one of Sumer's social classes. Have groups share their illustrations with the class. **L2**

Daily Lecture and Discussion Notes 1-2

Use **Daily Lecture and Discussion Notes 1-2** for an outline of key concepts found in the section.

Reading Support L1/EL

Use **Vocabulary Activity 1-2** to review important terms in the section.

Using Geography Skills

Answers:

1. the Persian Gulf
2. The rivers provided good farming conditions and easy trade opportunities.

NATIONAL GEOGRAPHIC

Ancient Mesopotamia

KEY
Fertile Crescent

Using Geography Skills

A number of great civilizations developed in Mesopotamia.

1. Into what body of water do the Tigris and the Euphrates Rivers flow?
2. Why do you think the region of Mesopotamia was so well suited for the growth of civilization?

Sculpture of chariot from Mesopotamia

CHAPTER 1 The First Civilizations 17
Hirmer Verlag

Reading Strategy

READING THE TEXT

Outlining With students' help, write on the board a master outline of this section. As students read through the section, have them volunteer one or two key words for each outline entry. The key words should be significant enough to provide clues about the contents of that particular portion of the section. When study of the section is completed, have students use the outline and its key words to review the section's content together. **L1/ EL**

TIME TRAVELER

The City of Ur today sits lifeless in the desert, perhaps 10 miles from the Euphrates River. Thousands of years ago, when the city was built, the river ran much closer to the site. Over time, the river's path has changed, moving it farther and farther from Ur.

CONNECTING ACROSS TIME

Discuss with students the importance of natural resources to the civilizations of ancient Mesopotamia. Mention that conflicts often arose over who controlled and used these resources. Ask students to research the present-day nations that are part of the Mesopotamian region. Have them use this information to facilitate a class discussion about recent or ongoing conflicts over natural resources in the region. Also, have them discuss United States's involvement in the region. **L3**

More About the Art

Sumerians believed that cities were the property of the gods. Therefore, a ziggurat would be dedicated to a city's most important god or goddess.

Caption Answer: the main stair to the top, side stairs to the upper levels

information, they invented ways of writing. They also created calendars to tell time.

Early civilizations shared another feature—they had a class structure. That is, people held different places in society depending on what work they did and how much wealth or power they had.

The Rise of Sumer The earliest-known civilization arose in what is now southern Iraq, on a flat plain bounded by the **Tigris River** (TY•gruhs) and the **Euphrates River** (yu•FRAY•teez). This area was called **Mesopotamia** (MEH•suh•puh•TAY•mee•uh), which is Greek for “the land between the rivers.” Mesopotamia lay in the eastern part of the Fertile Crescent, a curving strip of land that extends from the Mediterranean Sea to the Persian Gulf.

Mesopotamia had a hot, dry climate. In the spring, the rivers often flooded, leaving behind rich soil for farming. The problem was that the flooding was very unpredictable. It might flood one year, but not the next. Every year, farmers worried about their crops. They came to believe they needed their gods to bless their efforts.

Over time, the farmers learned to build dams and channels to control the seasonal floods. They also built walls, waterways, and ditches to bring water to their fields. This way of watering crops is called **irrigation** (IHR•uh•GAY•shuhn). Irrigation allowed the farmers to grow plenty of food and support a large population. By 3000 B.C., many cities had formed in southern Mesopotamia in a region known as **Sumer** (SOO•muhr).

Sumerian Ziggurat

The top of the ziggurat was considered to be a holy place, and the area around the ziggurat contained palaces and royal storehouses. The surrounding walls had only one entrance because the ziggurat also served as the city's treasury.

How did people reach the upper levels of the ziggurat?



▲ Statues of Sumerians praying

18
Scala/Art Resource, NY



DIFFERENTIATED INSTRUCTION

Visual/Spatial: Have students study the images of Sumerian cities in this section. Lead a discussion in which students relate what the pictures illustrate about life during that time.

Auditory/Musical: Ask a volunteer to read aloud the subsection titled “What Was Life Like in Sumer?” After the reader is finished, lead a discussion in which students identify the class distinctions that help distinguish Sumer as a civilization.

English Learners: Review with students the role of irrigation in early Mesopotamian civilizations. Have students write in their own words a definition for the word *irrigation*.

Refer to **Inclusion Strategies for the Middle School Social Studies Classroom** in the TCR.

What Were City-States? Sumerian cities were isolated from each other by geography. Beyond the areas of settlement lay mudflats and patches of scorching desert. This terrain made travel and communication difficult. Each Sumerian city and the land around it became a separate **city-state**. It had its own government and was not part of any larger unit.

Sumerian city-states often went to war with one another. They fought to gain glory and to control more territory. For protection, each city-state surrounded itself with a wall. Because stone and wood were in short supply, the Sumerians used river mud as their main building material. They mixed the mud with crushed reeds, formed bricks, and left them in the sun to dry. The hard

waterproof bricks were used for walls, as well as homes, temples, and other buildings.

Gods and Rulers The Sumerians believed in many gods. Each was thought to have power over a natural force or a human activity—flooding, for example, or basket weaving. The Sumerians tried hard to please the gods. They built a grand temple called a ziggurat (ZIH•guh•RAT) to the chief god. The word *ziggurat* means “mountain of god” or “hill of heaven.”

With tiers like a giant square wedding cake, the ziggurat dominated the city. At the top was a shrine, or special place of worship that only priests and priestesses could enter. The priests and priestesses were powerful and controlled much of the land. They may even have ruled at one time.

Reading Strategy

Writing Activity

Have students write a paragraph identifying some of the responsibilities of the governments of early civilizations.

L2

Geography Over thousands of years, the separate mouths of the Tigris and Euphrates Rivers gradually came together to form a swampy, single stream emptying into the Persian Gulf. Ask students to consider how a river changing its course would affect a civilization.

Also, discuss with students the impact of the rivers on present-day countries. Point out that the Tigris and Euphrates are the only major sources of fresh-water in the Mesopotamian region. Ask students to point out difficulties countries might face with limited water supplies. Have students research ways in which the United Nations and United States have tried to help settle the disputes over water resources. **L3**

More About the Art

While many ancient ziggurats have been destroyed or are in ruins, some have been preserved or reconstructed. These include ziggurats at Ur, Choqa Zanbil, and Nanna.

Caption Answer: an independent city with its own government



▲ A portion of the Royal Standard of Ur, a decorated box that shows scenes of Sumerian life

◀ These ruins are from the Sumerian city-state of Uruk. **What was a city-state?**

CRITICAL THINKING ACTIVITY

Analyzing Information Organize students into small groups. Direct the groups to use what they have learned from this section to prove or disprove this statement: With the rise of cities came a need for government. As groups brainstorm, draw on the board a two-column chart, with one column titled “Agree” and the other titled “Disagree.” Ask a representative from each group to put a check mark in the appropriate column and explain the thought processes that led the group to that answer.

L3



Literature

The *Epic of Gilgamesh* is about an actual king, the king of Uruk in Babylonia. The stories of his life—both truth and myth—were written in cuneiform onto 12 clay tablets. Unbelievably, these 12 tablets were found, damaged but readable, in the ruins of a library that had been destroyed by Persians. Have students research information about the *Epic of Gilgamesh*, either on the Internet or at the library. Then have them write a short paragraph describing its importance.

Writing Activity

Have students create a list of all the times this week that they used writing to communicate. Then ask them to write a paragraph explaining the importance of writing in their daily lives. **L1/ EL**

Reading Check

Answer: They built dams and channels to control seasonal floods. They also used irrigation—walls, waterways, and ditches that brought water to their crops.

Later, kings ran the government. They led armies and organized building projects. The first kings were probably war heroes. Their position became hereditary. That is, after a king died, his son took over.

What Was Life Like in Sumer?

While Sumerian kings lived in large palaces, ordinary people lived in small mud-brick houses. Most people in Sumer farmed. Some, however, were **artisans** (AHR•tuh•zuhns), or skilled workers who made metal products, cloth, or pottery. Other people in Sumer worked as merchants or traders. They traveled to other cities and towns and traded tools, wheat, and barley for copper, tin, and timber—things that Sumer did not have.

People in Sumer were divided into three social classes. The upper class included kings, priests, and government officials. In the middle class were artisans, merchants, farmers, and fishers. These people made up the largest group. The lower class were enslaved people who worked on farms or in the temples.

Enslaved people were forced to serve others. Slaveholders thought of them as property. Some slaves were prisoners of war. Others were criminals. Still others were enslaved because they had to pay off their debts.

In Sumer, women and men had separate roles. Men headed the households. Only males could go to school. Women, however, did have rights. They could buy and sell property and run businesses.

Reading Check Explain How did Mesopotamians control the flow of the Tigris and Euphrates Rivers?



▲ Sumerian cuneiform

A Skilled People

Main Idea Sumerians invented writing and made other important contributions to later peoples.

Reading Focus Do you like to read? If so, you owe a debt to the Sumerians, because they were the first to invent writing. Read about this achievement and others.

The Sumerians left a lasting mark on world history. Their ideas and inventions were copied and improved upon by other peoples. As a result, Mesopotamia has been called the “cradle of civilization.”

Why Was Writing Important? The people of Sumer created many things that still affect our lives today. Probably their greatest invention was writing. Writing is important because it helps people keep records and pass on their ideas to others.

People in Sumer developed writing to keep track of business deals and other events. Their writing was called **cuneiform** (kyoo•NEE•uh•FAWRM). It consisted of hundreds of wedge-shaped marks cut into damp clay tablets with a sharp-ended reed. Archaeologists have found thousands of these cuneiform tablets, telling us much about Mesopotamian life.

Only a few people—mostly boys from wealthy families—learned how to write. After years of training, they became **scribes** (SKRYBS), or record keepers. Scribes held honored positions in society, often going on to become judges and political leaders.

Sumerian Literature The Sumerians also produced works of literature. The world’s oldest known story comes from Sumer. It is called the *Epic of Gilgamesh* (GIHL•guh•MEHSH). An epic is a long poem that tells the story of a hero. The hero Gilgamesh is a king who travels around the world with a friend and performs great deeds. When his

INTERDISCIPLINARY CONNECTIONS ACTIVITY

Mathematics Have students research the history of mathematics in Sumeria, including why the Sumerians developed mathematical concepts and any important contributions to the math we use today. Besides the number system based on 60, students should find that the Sumerians also used multiplication tables, tables of squares and square roots, and reciprocals. You may wish to have students create arithmetic problems for other students to solve based on their research. For example, students may create problems dealing with time, such as “How many hours is 420 minutes?” Have students share their research and problems with the class. **L2**

friend dies, Gilgamesh searches for a way to live forever. He learns that this is possible only for the gods.

Advances in Science and Math The Mesopotamians' creativity extended to technology too. You read earlier about Sumerian irrigation systems. Sumerians also invented the wagon wheel to help carry people and goods from place to place. Another breakthrough was the plow, which made farming easier. Still another invention was the sailboat, which replaced muscle power with wind power.

Sumerians developed many mathematical ideas. They used geometry to measure fields and put up buildings. They also created a number system based on 60. We have them to thank for our 60-minute hour, 60-second minute, and 360-degree circle.

In addition, Sumerian people watched the skies to learn the best times to plant crops and to hold religious festivals. They recorded the positions of the planets and stars and developed a 12-month calendar based on the cycles of the moon.

Reading Check Identify What kind of written language did the Sumerians use?

Reading Support L1/EL

Assign **Guided Reading Activity 1-2** to help students organize the information in the section.

Reading Check

Answer: cuneiform

3 ASSESS

Assign Section 2 Review as homework or as an in-class activity.

Have students use the **Interactive Tutor Self-Assessment CD-ROM** to review the section.

Assessment L2

Assign **Section 2 Quiz** to assess mastery of the material found in the section.

Linking Past & Present

Answer: Possible response: Students today include both boys and girls. Many more subjects are studied today.

Linking Past & Present

Education

THEN In ancient Mesopotamia, only boys from wealthy and high-ranking families went to the *edubba*, which means "tablet house." At the *edubba*—the world's first school—boys studied reading, writing, and mathematics and trained to be scribes. For hours every day, they copied the signs of the cuneiform script, trying to master hundreds of words and phrases.

Students today



▲ Mesopotamian cuneiform tablet

NOW Today, both boys and girls go to school. They study reading, writing, and mathematics, but also many other subjects. As students advance in their education, they have a great number of career choices and are able to choose the career that fits their talents.

In what way is education different today than it was in Mesopotamia?

CITIZENSHIP AND YOU

Exploring Citizens' Rights Remind students that during Sumerian times, only a few Sumerians were allowed to become scribes. In the United States today, we take for granted that everyone has the opportunity to learn to read and write. Ask students to imagine that because there are not enough places in school for every student, not everyone can attend. Now organize students into groups, and have each group brainstorm reasons why its members should be allowed to go to school. Have one member from each group present that group's list of reasons to the class. **L2**

See the **Citizenship and Service Learning Activities** in the Unit Resource Books for more participatory projects.

TEACH

Much of what we know about Hammurabi's acts as king comes from an unusual source. At that time, people in Mesopotamia gave a name to each year, with each name reflecting a recent kingly act. By looking at the names of the years during Hammurabi's reign, we can learn about what he accomplished as ruler of Babylon.

Discuss with students how control of the region's waters helped Hammurabi maintain control of the region. How did it help Hammurabi that Larsa was downriver from Babylon? (Students may say that Hammurabi could withhold water from Larsa or release dammed water to cause flooding in Larsa.)

L2

Then and Now

Answers will vary, but students should give specific examples of current laws and reasons for their opinions.

HAMMURABI

Reigned c. 1792–1750 B.C.

Hammurabi was a young man when he succeeded his father, Sinmuballit, as king of Babylon. When Hammurabi became king, Babylon was already a major power in Mesopotamia. During his reign, however, Hammurabi transformed Babylon from a small city-state into a large, powerful state. He also united Mesopotamia under one rule. Hammurabi called himself "Strong King of Babel."

Hammurabi was directly involved in the ruling of his kingdom. He personally directed projects, such as building city walls, restoring temples, and digging and cleaning irrigation canals. A great deal of planning went into his projects. City streets, for example, were arranged in straight lines and intersected at right angles, much like the way our cities are planned today.

One of Hammurabi's goals was to control the Euphrates River because it provided water for Babylon's farms and trade routes for cargo ships. However, other kings also wanted control of the river. One of Hammurabi's rivals in the battle for the Euphrates was Rim-Sin of Larsa. During Hammurabi's last 14 years as king, he and his soldiers fought against Rim-Sin and other enemies. Hammurabi actually used water to defeat Rim-Sin and his people. He sometimes did this by damming the water and releasing a sudden flood, and sometimes by withholding water needed for drinking and for crops.

After defeating his enemies, Hammurabi ruled briefly over a unified Mesopotamia. Hammurabi soon became ill, and his son, Samsuiluna, took over his duties and was crowned king after his death. Because of Hammurabi's great efforts, however, the center of power in Mesopotamia shifted from the south to Babylon in the north, where it remained for the next 1,000 years.



▲ Hammurabi

Then and Now

Do any nations currently have law codes that resemble Hammurabi's? Use the Internet and your local library to identify countries with law codes that you think are somewhat fair but somewhat cruel.

Reading
List Generator
CD-ROM

Glencoe
BOOKLINK

RECOMMENDED READING

Use the **Glencoe BookLink CD-ROM** to create customized reading lists based on your students' interests and reading levels. Below is an example based on content in this chapter. Also, see the Suggested Readings on pages 944–946 of the Appendix.

- *The Death of Enkidu*: From the *Epic of Gilgamesh*. Excerpt from the epic.
- **Hickox, Rebecca**. *The Golden Sandal*. Maha, a young Iraqi girl, is rescued from her evil stepmother with the aid of a little red fish.
- **Landau, Elaine**. *The Babylonians*. One of the great empires of the ancient world arose in Babylon.

Sargon and Hammurabi

Main Idea Sumerian city-states lost power when they were conquered by outsiders.

Reading Focus Have you heard of the Roman Empire, the Aztec Empire, or the British Empire? The rise and fall of empires is an important part of history. Read on to learn about the first empires in the world.

Over time, conflicts weakened Sumer's city-states. They became vulnerable to attacks by outside groups such as the Akkadians (uh•KAY•dee•uhnz) of northern Mesopotamia.

The king of the Akkadians was named **Sargon** (SAHR•GAHN). In about 2340 B.C., Sargon conquered all of Mesopotamia. He set up the world's first empire. An **empire** (EHM•pyr) is a group of many different lands under one ruler. Sargon's empire lasted for more than 200 years before falling to invaders.

In the 1800s B.C., a new group of people became powerful in Mesopotamia. They built the city of **Babylon** (BA•buh•luhn) by the Euphrates River. It quickly became a center of trade. Beginning in 1792 B.C., the Babylonian king, **Hammurabi** (HA•muh•RAH•bee), began conquering cities to the north and south and created the Babylonian Empire.

Hammurabi is best known for his law code, or collection of laws. (See pages 24 and 25.) He took what he believed were the best laws from each city-state and put them in one code. The code covered crimes, farming and business activities, and marriage and the family—almost every area of life. Although many punishments in the Code of Hammurabi were cruel, his laws mark an important step toward a fair system of justice.

Reading Check **Explain** Why was Sargon's empire important?

Reading Support L1/EL

Assign Reading Essentials and Study Guide 1–2 to help students review section material.

ENRICH

Have groups look through the local government pages of the telephone book. Ask them to discuss which services they think are most important. **L2**

Reading Check

Answer: It was the world's first empire.

Section 2 Review

History Online

Homework Helper Need help with the material in this section? Visit jat.glencoe.com

Reading Summary

Review the Main Ideas

- In time, farming villages developed into civilizations with governments, art, religion, writing, and social class divisions. The first city-states developed in Mesopotamia.
- Many important ideas and inventions, including writing, the wheel, the plow, and a number system based on 60, were developed in the region of Mesopotamia.
- Several empires, including the Babylonian Empire, took control of Mesopotamia.

What Did You Learn?

- What is a civilization?
- What was the Code of Hammurabi?
- Geography Skills** How was the geography of Mesopotamia suited for the growth of population and creation of a civilization?
- Critical Thinking**
Summarize Information Draw a chart like the one below. Use it to list the achievements of Mesopotamian civilization.
- Science Link** Why did the Sumerians record the positions of stars and planets and develop a calendar?
- Persuasive Writing** Imagine you are living in a city-state in ancient Sumer. Write a letter to a friend describing which Mesopotamian idea or invention you believe will be the most important to humanity.

Achievements of Mesopotamian Civilization

History Online

To help students understand section material, have them visit **Homework Helper** at jat.glencoe.com

RETEACH

Ask small groups of students to write down five class rules. Then discuss how fairness is encouraged by having a written list of rules. **L1/EL**

4 CLOSE

Have students review the Sumerian technologies that changed the world. **L2**

SECTION 2 REVIEW ANSWERS

- a complex society with cities, an organized government, art, religion, a system of writing, and class divisions
- a set of laws that the Babylonian leader Hammurabi established for his empire
- irrigation, writing, wheel, plow, sailboat, use of geometry to measure fields and erect buildings, number system based on 60, the 12-month calendar
- Mesopotamia was located in the valley of the Tigris and Euphrates Rivers. These rivers often flooded, leaving behind rich soil for farming, which made it easier to feed large numbers of people.
- to learn the best times to plant crops and hold religious festivals
- Answers will vary. Students' letters should contain valid reasons for their choice.

1 FOCUS

Whether Hammurabi’s laws were fair or cruel, the culture benefited from having a written code that applied to everyone. Ask students to think about what it would be like to live in a society with no written rules.

2 TEACH
DEFINING TERMS

Have students working in pairs use dictionaries to find the definitions of the words *fair* and *cruel*. Have pairs determine whether *unfair* and *cruel* mean the same thing. L2

COMPARISON

Draw on the board and have students copy this graphic organizer. As they read the passage, direct them to write laws that are either fair or cruel in the appropriate blanks. (Answers may vary.) L2

Hammurabi’s Code	
Fair Laws	Cruel Laws

You Decide . . .

Hammurabi’s Laws:
Fair or Cruel?

Fair

Around 1750 B.C., King Hammurabi wrote 282 laws to govern the people of Babylon. Historians and scholars agree that these ancient laws were the first to cover all aspects of society. However, historians and scholars do not agree whether Hammurabi’s laws were fair or cruel.

Those who see the laws as just and fair give the following reasons. They say the laws

- stated what all people needed to know about the rules of their society
- brought order and justice to society
- regulated many different activities, from business contracts to crime.

King Hammurabi wrote an introduction to his list of laws. In that introduction, he says that the laws were written to be fair. His intention was “to bring about the rule of righteousness in the land, to destroy the wicked and evil-doers, so that the strong should not harm the weak...”

Some of the laws reflect that fairness.

- Law 5: If a judge makes an error through his own fault when trying a case, he must pay a fine, be removed from the judge’s bench, and never judge another case.
- Law 122: If someone gives something to someone else for safe-keeping, the transaction should be witnessed and a contract made between the two parties.
- Law 233: If a contractor builds a house for someone and the walls start to fall, then the builder must use his own money and labor to make the walls secure.



Stone monument showing ►
Hammurabi (standing)
and his code

Extending the Content

Hammurabi’s Code In his code, Hammurabi addressed many everyday concerns. For example, he included laws to help regulate the economy. These laws addressed such money issues as prices and tariffs on certain items, as well as salaries to be paid. Law #257 said, “If any one hire a field laborer, he shall pay him eight gur of [grain] per year.” Other laws in the code dealt with family issues. Law #185 prevented a man from taking his son back from someone else who had already adopted him, reared him to adulthood, and given him his name. Still other laws addressed the punishments for criminal behavior. Law #25 was straightforward: “If fire breaks out in a house, and someone . . . take the property of the master of the house, he shall be thrown into that self-same fire.”

3 ASSESS

Reading Strategy

DEBATE THE ISSUE

Organize a class debate on this question: Which word—*fair* or *cruel*—better describes Hammurabi's Code of Laws? Assign small groups one of the points of view, making sure to have an equal number of groups supporting each side. Tell them to prepare for the debate by reviewing the laws mentioned in the text. Also, students should research more of Hammurabi's laws either in library resources or on the Internet. The more laws they are able to find, the better able they will be to support their arguments. Remind them to use their graphic organizers to organize their thoughts.

Once students are ready, conduct the debate. At the end, ask students to vote on who had the stronger argument.

When the debate is finished, point out that in the code, crimes against slaves are treated differently—and more lightly—than crimes against free people. Ask whether this changes their opinions. **L3**



▲ Cuneiform tablet with the text of the introduction to the Code of Hammurabi

Cruel

Some historians and scholars think Hammurabi's laws were cruel and unjust. They say the laws

- called for violent punishments, often death, for nonviolent crimes
- required different punishments for accused persons of different social classes
- allowed no explanation from an accused person.

Some of the laws reflect this cruelty.

- Law 3: If someone falsely accuses someone else of certain crimes, then he shall be put to death.

- Law 22: If someone is caught in the act of robbery, then he shall be put to death.
- Law 195: If a son strikes his father, the son's hands shall be cut off.
- Law 202: If someone strikes a man of higher rank, then he shall be whipped 60 times in public.

You Be the Historian

Checking for Understanding

1. Why do some people think Hammurabi's laws were fair?
2. Why do others think the laws were cruel?
3. Were the laws fair or cruel? Take the role of a historian. Write a brief essay that explains how you view Hammurabi's laws. Be sure to use facts to support your position. You can compare Hammurabi's laws to our modern laws to support your argument.

25

You Be the Historian Answers

1. The laws stated what people needed to know about the rules of society. They also brought order to society and regulated activities.
2. The laws often called for violent punishments, frequently death. Punishments for breaking the laws varied according to a person's social class.
3. Responses will vary. Most students probably will see Hammurabi's laws as unjustly cruel and harsh. They may point to examples in our modern laws to show how laws today are more fair in fitting the punishment to the crime.

1 FOCUS

SECTION OVERVIEW

This section discusses the Assyrian and Chaldean Empires.



Project Daily Focus
Skills Transparency 1-3
and have students answer questions. Discuss their responses.

Get Ready to Read!

Preteaching Vocabulary: Discuss with students how governing a large area is often easier when the area is organized into smaller government units, similar to states and counties in the United States. In the ancient Assyrian Empire, these smaller government units were called provinces.

Answers to Graphic: Assyrians: iron weapons; ferocious warriors; large empire; capital was Nineveh; divided empire into provinces; built roads; brutal laws. Chaldeans: capital was Babylon; constructed Hanging Gardens; expanded trade; advanced astronomy. Both: lived in Mesopotamia; large army; built temples and palaces.

Section

3

The First Empires

Get Ready to Read!

What's the Connection?

In Section 2, you learned about the empires of Sargon and Hammurabi. Later empires—those of the Assyrians and the Chaldeans—used their military power in new ways.

Focusing on the Main Ideas

- Assyria's military power and well-organized government helped it build a vast empire in Mesopotamia by 650 B.C. (page 27)
- The Chaldean Empire built important landmarks in Babylon and developed the first calendar with a seven-day week. (page 29)

Locating Places

Assyria (uh•SIHR•ee•uh)
Persian Gulf (PUHR•zhuhn)
Nineveh (NIH•nuh•vuh)
Hanging Gardens

Meeting People

Nebuchadnezzar
(NEH•byuh•kuhd•NEH•zuhr)

Building Your Vocabulary

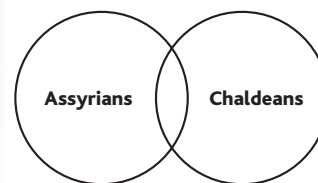
province (PRAH•vuhns)

caravan (KAR•uh•VAN)

astronomer
(uh•STRAH•nuh•muhr)

Reading Strategy

Compare and Contrast Complete a Venn diagram like the one below listing the similarities and differences between the Assyrian Empire and the Chaldean Empire.



When & Where?



900 B.C.

c. 900 B.C.

Assyrians control Mesopotamia

700 B.C.

612 B.C.

Nineveh captured; Assyrian Empire crumbles

500 B.C.

539 B.C.

Persians conquer Chaldeans



SECTION RESOURCES



Reproducible Masters

- Reproducible Lesson Plan 1-3
- Daily Lecture and Discussion Notes 1-3
- Vocabulary Activity 1-3
- Active Reading Note-Taking Guide 1-3
- Guided Reading Activity 1-3
- Section Quiz 1-3
- Reading Essentials and Study Guide 1-3



Transparencies

- Daily Focus Skills Transparency 1-3

Multimedia

- Interactive Tutor Self-Assessment CD-ROM
- ExamView® Pro Testmaker CD-ROM
- Presentation Plus! CD-ROM
- Vocabulary PuzzleMaker CD-ROM

2 TEACH

Daily Lecture and Discussion Notes 1-3

Use **Daily Lecture and Discussion Notes 1-3** for an outline of key concepts found in the section.

Reading Support L1/EL

Use **Vocabulary Activity 1-3** to review important terms in the section.

More About the Art

The Assyrians also destroyed the lands around a defeated city. They burned crops, destroyed dams, and cut down trees.

Caption Answer: used ladders to scale walls, tunneled beneath walls, shot arrows

Writing Activity

Direct students' attention to the picture of the Assyrians at war. Have them write the introduction they would use if they were describing the battle to an audience. **L2**

The Assyrians

Main Idea Assyria's military power and well-organized government helped it build a vast empire in Mesopotamia by 650 B.C.

Reading Focus Today, many countries have armed forces to protect their interests. Read to find out how the Assyrians built an army strong enough to conquer all of Mesopotamia.

About 1,000 years after Hammurabi, a new empire arose in Mesopotamia. It was founded by a people called the Assyrians (uh•SIHR•ee•uhns), who lived in the north near the Tigris River. **Assyria** (uh•SIHR•ee•uh) had fertile valleys that attracted outside invaders. To defend their land, the Assyrians built a large army. Around 900 B.C., they began taking over the rest of Mesopotamia.

Why Were the Assyrians So Strong? The Assyrian army was well organized. At its core were groups of foot soldiers armed with spears and daggers. Other soldiers were experts at using bows and arrows. The army also had chariot riders and soldiers who fought on horseback.

This fearsome and mighty force was the first large army to use iron weapons. For centuries, iron had been used for tools, but it was too soft to serve as a material for weapons. Then a people called the Hittites (HIH•TYTZ), who lived northwest of Assyria, developed a way of making iron stronger. They heated iron ore, hammered it, and rapidly cooled it. The Assyrians learned this technique from the Hittites. They produced iron weapons that were stronger than those made of copper or tin.

The Assyrians at War

When attacking a walled city, the Assyrians used massive war machines. The wheeled battering ram was powered by soldiers. It was covered to protect the soldiers inside, but it had slits so they could shoot arrows out.

What other methods did Assyrian soldiers use to attack cities?



Reading Strategy

READING THE TEXT

Using Context Clues Point out to students that they are going to read about the rise and fall of two empires in the region of Mesopotamia. Have students read the main ideas and heads that follow. Ask them to write a short list of things that they expect those subsections will discuss. When they have finished the section, have them compare their lists with what they actually read and evaluate how accurate they were. **L2**

CONNECTING ACROSS TIME

Discuss with students why the Hanging Gardens of Babylon may have been considered a wonder of the ancient world. Have them research and list the other six ancient wonders. Then have small groups consider what they would include on a list of the Seven Wonders of the United States. **L1/ EL**

Using Geography Skills

Answers:

1. the Tigris, Euphrates, and Nile Rivers
2. mountains to the north, desert to the south

Reading Check

Answer: They punished anyone who resisted their rule, drove people from their lands, and made settlers pay taxes.

Reading Support L1/ EL

Assign **Guided Reading Activity 1-3** to help students organize the information in the section.

3 ASSESS

Assign Section 3 Review as homework or as an in-class activity.

Have students use the **Interactive Tutor Self-Assessment CD-ROM** to review the section.



Assyrian Empire



Using Geography Skills

The Assyrians conquered lands from Mesopotamia to Egypt.

1. What major rivers were part of the Assyrian Empire?
2. What geographical features may have kept the Assyrians from expanding their empire to the north and south?

The Assyrians were ferocious warriors. To attack cities, they tunneled under walls or climbed over them on ladders. They loaded tree trunks onto movable platforms and used them as battering rams to knock down city gates. Once a city was captured, the Assyrians set fire to its buildings. They also carried away its people and goods.

Anyone who resisted Assyrian rule was punished. The Assyrians drove people from their lands and moved them into foreign territory. Then they brought in new settlers and forced them to pay heavy taxes.

A Well-Organized Government Assyrian kings had to be strong to rule their large empire. By about 650 B.C., the empire stretched from the **Persian Gulf** (PUHR•zhuhn) in the

east to Egypt's Nile River in the west. The capital was at **Nineveh** (NIH•nuh•vuh) on the Tigris River.

Assyrian kings divided the empire into **provinces** (PRAH•vuhn•suhs), or political districts. They chose officials to govern each province. These officials collected taxes and enforced the king's laws.

Assyrian kings built roads to join all parts of their empire. Government soldiers were posted at stations along the way to protect traders from bandits. Messengers on government business used the stations to rest and change horses.

Life in Assyria

The Assyrians lived much like other Mesopotamians. Their writing was based on Babylonian writing, and they worshiped many of the same gods. Their laws were similar, but lawbreakers often faced more brutal and cruel punishments in Assyria.

As builders, the Assyrians showed great skill. They erected large temples and palaces that they filled with wall carvings and statues. The Assyrians also produced and collected literature. One of the world's first libraries was in Nineveh. It held 25,000

tablets of stories and songs to the gods. Modern historians have learned much about ancient civilizations from this library.

Assyria's cruel treatment of people led to many rebellions. About 650 B.C., the Assyrians began fighting each other over who would be their next king. A group of people called the Chaldeans (kahl•DEE•uhns) seized the opportunity to rebel. They captured Nineveh in 612 B.C., and the Assyrian Empire soon crumbled.

Reading Check Explain Why were the Assyrian soldiers considered brutal and cruel?



▲ Assyrian winged bull

DIFFERENTIATED INSTRUCTION

Verbal/Linguistic: Have each student research one of the Seven Wonders of the Ancient World and write a paragraph describing it. Tell them to make sure they use descriptive words in their paragraphs. Have volunteers read aloud their paragraphs as others identify the descriptive words used.

Kinesthetic: Have each student use papier-mâché, clay, cardboard, or another medium to create a three-dimensional image of one of the Seven Wonders of the Ancient World.

Gifted and Talented: In addition to creating three-dimensional images, have students prepare a short report to present their project to the class.

Refer to **Inclusion Strategies for the Middle School Social Studies Classroom** in the TCR.

The Chaldeans

Main Idea The Chaldean Empire built important landmarks in Babylon and developed the first calendar with a seven-day week.

Reading Focus What landmarks exist in your town or the nearest city? Read to learn some of the special landmarks that made the Chaldean capital of Babylon famous.

The Chaldeans wanted to build an empire. Led by King **Nebuchadnezzar** (NEH • byuh • kuhd • NEH • zuhr), they controlled all of Mesopotamia from 605 B.C. to 562 B.C.

The City of Babylon Most of the Chaldeans were descendants of the Babylonian people who made up Hammurabi's empire about 1,200 years earlier. They rebuilt the city of Babylon as the glorious center of their empire.

Babylon quickly became the world's largest and richest city. It was surrounded by a brick wall so wide that two chariots

could pass on the road on top. Built into the wall at 100-yard (91.4-m) intervals were towers where soldiers kept watch.

Large palaces and temples stood in the city's center. A huge ziggurat reached more than 300 feet (91.4 m) into the sky. Another marvel, visible from any point in Babylon, was an immense staircase of greenery: the **Hanging Gardens** at the king's palace.

These terraced gardens showcased large trees, masses of flowering vines, and other beautiful plants. A pump brought in water from a nearby river. Nebuchadnezzar built the gardens to please his wife, who missed the mountains and plants of her homeland in the northwest.

History online

Web Activity Visit jat.glencoe.com and click on **Chapter 1—Student Web Activity** to learn more about the first civilizations.

Assessment L2

Assign **Section 3 Quiz** to assess mastery of the material found in the section.

Reading Support L1/EL

Assign **Reading Essentials and Study Guide 1–3** to help students review section material.

History online

Objectives and answers to the student activity can be found in the **Web Activity Lesson Plan** feature at jat.glencoe.com

More About the Art

Some archaeologists believe that the ruins of the Hanging Gardens have been found. Others doubt that the gardens ever existed.

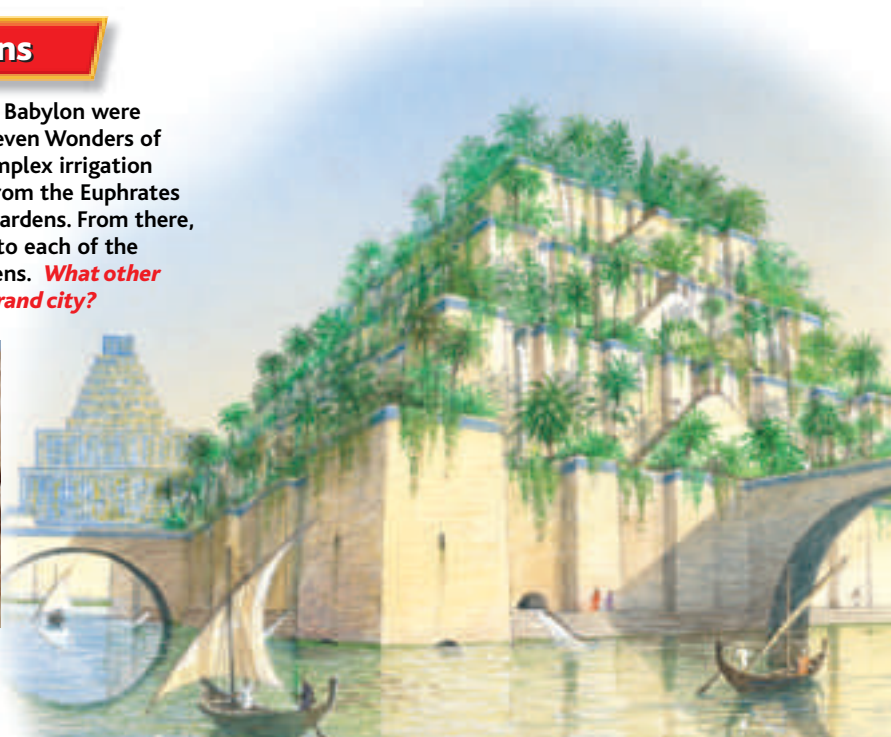
Caption Answer: the massive wall, the tall ziggurat

Hanging Gardens

The Hanging Gardens of Babylon were considered one of the Seven Wonders of the Ancient World. A complex irrigation system brought water from the Euphrates River to the top of the gardens. From there, the water flowed down to each of the lower levels of the gardens. *What other sights made Babylon a grand city?*



▲ Ruins of the Hanging Gardens



CRITICAL THINKING ACTIVITY

Applying Information The Hanging Gardens of Babylon were famous for the wonderful plants they contained. King Nebuchadnezzar, who had the gardens made for his wife, put plants there that would remind his wife of her home in the mountains of Media (in northwestern Iran). Have students research the geography of northwestern Iran and make a catalog of the plants that may have existed in the Hanging Gardens. Then have students make a catalog of plants that Nebuchadnezzar might have placed in the Hanging Gardens had his wife come from the students' own region. **L3**

CHAPTER 1

SECTION 3, 26-30

ENRICH

The Chaldeans named constellations that we still can identify today. Ask students to identify heavenly objects they have read about. **L1/ EL**

Caption Answer: The brick wall was wide enough at the top for two chariots to ride on and had towers every 100 yards.

RETEACH

Have students identify and discuss some of the contributions of the Assyrians. **L2**

Reading Check

Answer: terraced gardens at the king's palace that could be seen from any point in Babylon

History online

To help students understand section material, have them visit **Homework Helper** at jat.glencoe.com

4 CLOSE

Ask students to describe two main points about the Assyrians and Chaldeans. **L1**



▲ The Ishtar Gate was at the main entrance to ancient Babylon. Describe the wall that surrounded Babylon.

One Greek historian in the 400s B.C. described the beauty of Babylon. He wrote, "In magnificence, there is no other city that approaches it." Outside the center of Babylon stood houses and marketplaces. There, artisans made pottery, cloth, baskets, and jewelry. They sold their wares to passing **caravans** (KAR•uh•VANZ), or groups of traveling merchants. Because Babylon was located on the major trade route between

the Persian Gulf and the Mediterranean Sea, it became rich from trade.

Babylon was also a center of science. Like earlier people in Mesopotamia, the Chaldeans believed that changes in the sky revealed the plans of the gods. Their **astronomers** (uh•STRAH•nuh•muhrs)—people who study the heavenly bodies—mapped the stars, the planets, and the phases of the moon. The Chaldeans made one of the first sundials and were the first to have a seven-day week.

Why Did the Empire Fall? As time passed, the Chaldeans began to lose their power. They found it hard to control the peoples they had conquered. In 539 B.C. Persians from the mountains to the northeast captured Babylon. Mesopotamia became part of the new Persian Empire.

Reading Check Identify What were the Hanging Gardens of Babylon?

Section 3 Review

History online

Homework Helper Need help with the material in this section? Visit jat.glencoe.com

Reading Summary

Review the **Main Ideas**

- Using cavalry and foot soldiers armed with iron weapons, the Assyrians created a large empire that included all of Mesopotamia and extended into Egypt.
- The Chaldeans built a large empire that included Babylon, the largest and richest city in the world at that time.

What Did You Learn?

- Why was the Assyrian army a powerful fighting force?
- What were some of the accomplishments of Chaldean astronomers?
- Summarize Information** Draw a chart like the one below. Use it to describe the city of Babylon under the Chaldeans.
- Analyze** How did the Assyrians set up a well-organized government?
- Conclude** Why do you think the Assyrians took conquered peoples from their lands and moved them to other places?
- Science Link** What different types of knowledge and skills would the Babylonians need to build the Hanging Gardens?
- Descriptive Writing** Write a paragraph that might be found in a travel brochure describing the beauty of ancient Babylon.

Babylon under Chaldeans

SECTION 3 REVIEW ANSWERS

- It had a well-organized army with advanced weapons.
- mapped stars, planets, phases of the moon; created sundial and seven-day week
- world's largest and richest city; surrounded by a massive wall; large palaces and temples with a tall ziggurat; Hanging Gardens; on a major trade route
- divided empire into provinces, chose provincial officials to collect taxes and enforce laws
- Possible answer: It would make it more difficult for conquered people to rise up against the Assyrians.
- Students' answers will vary but should utilize information from the text.
- Answers will vary but should include relevant facts.

Chapter 1

Reading Review

CHAPTER 1 REVIEW

Section 1 Early Humans

Vocabulary
historian
archaeologist
artifact
fossil
anthropologist
nomad
technology
domesticate
specialization

Focusing on the Main Ideas

- Paleolithic people adapted to their environment and invented many tools to help them survive. (page 9)
- In the Neolithic Age, people started farming, building communities, producing goods, and trading. (page 13)

Section 2 Mesopotamian Civilization

Vocabulary
civilization
irrigation
city-state
artisan
cuneiform
scribe
empire

Focusing on the Main Ideas

- Civilization in Mesopotamia began in the valleys of the Tigris and Euphrates Rivers. (page 17)
- Sumerians invented writing and made other important contributions to later peoples. (page 20)
- Sumerian city-states lost power when they were conquered by outsiders. (page 23)

Sumerian figurines ▶



Section 3 The First Empires

Vocabulary
province
caravan
astronomer

Focusing on the Main Ideas

- Assyria's military power and well-organized government helped it build a vast empire in Mesopotamia by 650 B.C. (page 27)
- The Chaldean Empire built important landmarks in Babylon and developed the first calendar with a seven-day week. (page 29)

PREVIEW/REVIEW

Vocabulary Activity Have students identify the time period and civilization related to each term, if possible.

Vocabulary PuzzleMaker CD-ROM

Interactive Tutor Self-Assessment CD-ROM

CONDENSE

Chapter 1 Guided Reading Activities

StudentWorks Plus™ CD-ROM (with Audio Program)

RETEACH

Differentiated Instruction Activity 1

Chapter 1 Reading Essentials and Study Guide

CHAPTER CULMINATING ACTIVITY

Have students finish the Chapter Culminating Activity from page 4D.

Suggestions for rubrics may be found in the *Quizzes, Tests, and Authentic Assessment (with Rubrics)* booklet.

Reading Strategy

READ TO WRITE

Write a Paragraph Have students write a paragraph explaining the connection between early civilizations and Mesopotamia. Direct them to use as many of the vocabulary terms as possible in their paragraphs. Use the following rubric to assess students' work:

- **L1** students should include one or two vocabulary terms and should identify Mesopotamia's early civilizations.
- **L2** students should include additional vocabulary terms and explain why this region was the site of early civilizations.
- **L3** students should also include a detailed description of Mesopotamia.

**GLENCOE
TECHNOLOGY**

MindJogger Videoquiz

Use the **MindJogger Videoquiz** to review Chapter 1 content.



Available in DVD and VHS

Review Vocabulary

- Paragraphs will vary but should reflect information in the chapter.
- scribe
- true
- empire

Review Main Ideas

- They adapted to the environment by making tools and clothes and by using fire.
- People who lived in the Paleolithic period were hunters and gatherers. Neolithic people were farmers and traders who built communities.
- in the valleys of the Tigris and Euphrates Rivers
- Conflicts weakened them and they became vulnerable to attacks by outsiders.
- its military power and well-organized government
- mapped the stars, planets, and phases of the moon; created the sundial; used the seven-day week

Critical Thinking

- Some of the earliest known civilizations arose in Mesopotamia and had a great effect on world history.

Chapter 1

Assessment and Activities

Review Vocabulary

- Write a brief paragraph that describes and compares the following terms.
historian **archaeologist** **artifact**
fossil **anthropologist**

Indicate which of the following statements are true. Replace the word in italics to make false statements true.

- An *artisan* kept records in cuneiform.
- Assyrian kings divided their empire into political districts called *provinces*.
- A *civilization* is a group of many different lands under one ruler.

Review Main Ideas

Section 1 • Early Humans

- How did Paleolithic people adapt to their environment?
- What were the major differences between people who lived in the Paleolithic period and those who lived in the Neolithic period?

Section 2 • Mesopotamian Civilization

- Where were the first civilizations in Mesopotamia?
- How did Sumerian city-states lose power?

Section 3 • The First Empires

- What helped Assyria build an empire in Mesopotamia?
- What scientific advancement did the Chaldeans make?

Critical Thinking

- Explain** Why do you think Mesopotamia is sometimes called the “cradle of civilization”?
- Analyze** Why was the switch from hunting and gathering to farming important enough to be called the farming revolution?
- Describe** What rights did women have in the city-states of Sumer?
- Predict** How successful do you think the Assyrian army would have been if it had not learned how to strengthen iron?



**Reading
Skill**

Previewing

Get Ready to Read!

Choose the best answer.

- In this textbook, to make a connection between what you know and what you are about to read, you should look at the ____.
a. Reading Tip
b. Reading Focus
c. main head
d. subhead
- What is the purpose of a subhead?
a. to break down a large topic into smaller topics
b. to show the main topic covered in a section
c. to summarize the “big picture”
d. to help you study for a test

To review this skill, see pages 6–7.

- Farming allowed early humans to settle into villages, which was a new way of living that led to the rise of civilizations.
- They could buy and sell property and run businesses.
- Answers will vary. Students should note that the Assyrians still would have been powerful because of their strategies and ruthlessness.



Reading Skill

- b
- a

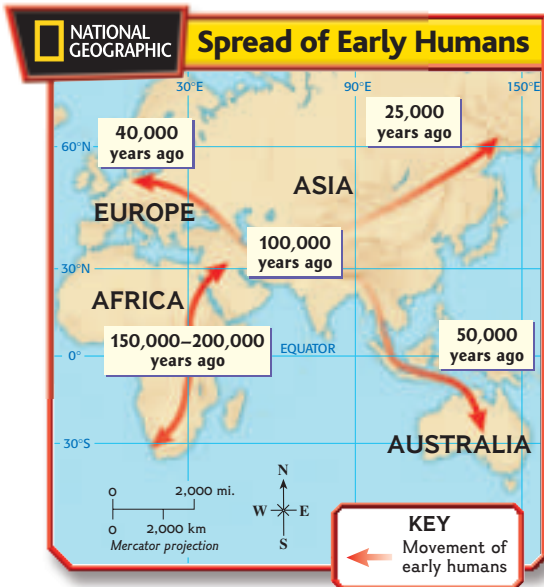
Geography Skills

- Africa
- Australia

Geography Skills

Study the map below and answer the following questions.

17. **Location** On what continent was the earliest fossil evidence of humans found?
18. **Movement** Based on fossil evidence, where did early humans go first, Europe or Australia?
19. **Analyze** Which three continents are not shown on this map? How do you think early humans reached those continents?



Read to Write

20. **Persuasive Writing** Suppose you are a merchant in Çatal Hüyük. A new group of people wants to trade with you and the other merchants in the village. You think trading with them is a good idea, but other merchants are not so sure. Write a short speech you could give to convince them.
21. **Using Your FOLDABLES** Use your Chapter 1 foldable to create an illustrated time line. Your time line should extend from the date Jericho was founded to the fall of the Chaldean Empire. Create drawings or photocopy maps, artifacts, or architecture to illustrate your time line. Use your time line as a study tool for the Chapter Test.

History online

Self-Check Quiz To help you prepare for the Chapter Test, visit jat.glencoe.com

Using Technology

22. **Using the Internet** Use the Internet to locate a university archaeology department Web site. Use the information on the site to create a summary that describes current research. Include location of archaeological sites and relevant discoveries.

Linking Past and Present

23. **Analyzing Information** Imagine you are a nomad who travels from place to place to hunt and gather food. What things would you carry with you to help you survive? Make a list of items to share and discuss with your classmates.

Primary Source

Analyze

The following passage is from a poem called "The Mesopotamian View of Death" that was written by an unknown Mesopotamian mother.

Hark the piping!

My heart is piping in the wilderness
where the young man once went free.

He is a prisoner now in death's kingdom,
lies bound where once he lived.

The ewe gives up her lamb
and the nanny-goat her kid.

My heart is piping in the wilderness
an instrument of grief.

—"The Mesopotamian View of Death,"
Poems of Heaven and Hell from Ancient Mesopotamia, N.K. Sanders, trans.

DBQ Document-Based Questions

24. To what does the mother compare death's kingdom?
25. What is the "instrument of grief"?

19. North America, South America, Antarctica; early humans may have traveled from Asia to North America, then down to South America. Students may mention a land bridge connecting Asia and North America, or a boat route. Explorers from different nations sailed to Antarctica many centuries later.

Read to Write

20. Speeches will vary but may include the following advantages: getting rid of extra food and supplies, getting food and supplies you do not already have, and learning advancements from the new group.
21. **FOLDABLES** Time lines and illustrations should be based on students' foldables.

History online

Have students visit the Web site at jat.glencoe.com to review Chapter 1 and take the **Self-Check Quiz**.

Using Technology

22. Answers should describe current research at archaeological sites.

Linking Past and Present

23. Lists will vary. Students should place only necessities on the list.

Primary Source

24. a prison
25. the mother's heart

Bonus Question

Ask: In your opinion, which civilization discussed in this chapter has had the most impact on civilization today? Why? (Answers will vary but should be supported by details from the text.)